DOCUMENT RESUME

ED 220 625 CE 033 486

TITLE	Admissions Handbook. Missouri Vocational-Technical Programs.
INSTITUTION	Associated Educational Consultants, Inc., Pittsburgh, Pa.
SPONS AGENCY	Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Career and Adult Education.
PUB DATE	Jun 82
NOTE	95p.; Parts of this document may not reproduce well due to light type. For related documents see CE 033 484-485.
EDRS PRICE	MF01/PC04 Plus Postage.
DESCRIPTORS	Administrator Guides; *Admission (School); *Admission Criteria; Aptitude Tests; Committees; Educational Policy; Guidelines; Information Dissemination; Policy Formation; Postsecondary Education; *Program Development; *Program Implementation; Publicity; Records (Forms); Secondary Education; State Programs; Technical Education; *Vocational Education
IDENTIFIERS	Armed Services Vocational Aptitude Battery; Career Planning Program; Differential Aptitude Tests; General Aptitude Test Battery; *Missouri; *Nondiscriminatory Assessment

ABSTRACT

Compiled in order to offer vocational educators in Missouri a structured, comprehensive, and nondiscriminatory guide for admissions procedures, this handbook outlines the Missouri Admissions Policy and presents concrete guidelines for its implementation. Following a statement of the Missouri policy, proven methods of disseminating and publicizing information about educational institutions is presented. The chapter on the application process delineates the sequence of steps a student must follow to become eligible for entrance into a vocational program and also identifies criteria measures that are a key to the student selection process. Examined next are the composition and role of the admissions committee, the utilization of criteria in selection, and implementation of the student appeals process. The final chapter deals with various legal guidelines for the nondiscriminatory admission of handicapped and minority students to state vocational and technical education programs. Appended to the handbook are various application and recommendation forms as well as four batteries of aptitude tests. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED220625

ADMISSIONS HANDBOOK

MISSOURI
VOCATIONAL-TECHNICAL PROGRAMS

For

RESEARCH COORDINATING UNIT
DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION
DIVISION OF CAREER AND ADULT EDUCATION
STATE OF MISSOURI
P.O. BOX 480
JEFFERSON CITY, MISSOURI 65102

By

ASSOCIATED EDUCATIONAL CONSULTANTS, INC.
North Allegheny Office and Research Park
McKnight and Pine Creek Roads P.O. Box 15073
Pittsburgh, Pennsylvania 15237

CE033486

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

June, 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

D LUND

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Career and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education, and no official endorsement should be inferred."

ACKNOWLEDGEMENTS

Associated Educational Consultants, Inc., wishes to express appreciation to a number of people who provided guidance and assistance throughout this project. This project benefited tremendously from the sharing of ideas of many individuals. Those that should receive special recognition are the members of the Project Advisory Committee which included:

Mr. Robert Garten, Chillicothe Area Vocational-Technical School
Mr. Gary Gilbert, Cape Girardeau Area Vocational-Technical School
Ms. Jimmie Hankey, Sheldon R-VIII
Dr. Zee Harris, Pioneer Community College
Ms. Phyllis Herriage, Kansas City Technical Education Center
Mr. Gordon R. Kutscher, Missouri Advisory Council on Vocational Education
Mr. James Pappas, Kirksville Area Vocational School
Mr. John Rencher, St. Louis Public Schools
Mr. Gale L. Townsend, Waynesville R-VI

Department of Elementary and Secondary Education:

Mr. Miles Beachboard
Ms. Kay Dameron
Dr. Frank Drake
Mr. Charles Foster
Ms. Georganna Hargadine
Mr. Allen Kelsay

Also instrumental in the project outcomes were the Directors and other professionals in the field test schools who reacted to preliminary drafts and supplied necessary data. The field test schools included:

Adrian High School
Crowder College
Francis Howell High School
Kansas City Technical Education Center
Lewis & Clark Technical School
Mountain Grove Area Vocational School
Perryville Area Vocational-Technical School
St. Louis Community College at Meramec

A thank you is certainly in order to the researchers encountered in the literature review, especially Dr. Thomas Hyde of The Ohio State University for his development of the assessment scale concept and the staff of the West Virginia Bureau of Adult, Vocational and Technical Education.

Of particular importance to the success of this project was Dr. Frank Drake of the Department of Elementary and Secondary Education, Division of Career and Adult Education, Ms. Kay Dameron, who served as Project Monitor, Mr. Miles Beachboard, Ms. Georgeanna Hargadine and Mr. Allen Kelsay. Their continuing assistance and support throughout this project proved to be invaluable.

TABLE OF CONTENTS

		Page
	Acknowledgements	ii
	List of Flow Charts	vi
	List of Figures	vi
	Preface	viii
CHAPTER 1 -	POLICY	1-1
CHAPTER 2 -	ORIENTATION TO VOCATIONAL EDUCATION	2-1
	Orientation Activities	2-3
	Public Information and Publications	2-3
	Legal Concerns	2-4
	Visits to Local Schools	2-5
	Communications with School Counselors	2-5
	Field Trips to the Vocational School	2-5
	Open House	2-6
	Interaction with Craft Committees	2-6
	Interaction with the General Advisory Committee	2-6
	Presentations at Civic, Social and Service Organizations	2-7
	Newspaper Coverage	2-7
	Radio/television Coverage	2-8
CHAPTER 3 -	APPLICATION PROCESS	3-1
	Procedures	3-1
	Records	3-4
	Action Timetable	3-5
	Application Forms	3-5
	Instruments to Collect Criteria Related Information	3-5
	Records	3-6
CHAPTER 4 -	SELECTION PROCESS	4-1
	Communications	4-5
	Communications with Students	4-5
	Communications with Counselors	4-5
	Communications with the Public Sector	4-6
	Student Selection	4-7
	Student Selection Guide	4-7
	Criteria Assessment Scales	4-8
	Grades and Attendance	4-10
	Student Interest	4-10
	Program Representation	4-10
	Teacher/Administrator and Counselor Recommendations	4-18

TABLE OF CONTENTS (Continued)

		Page
CHAPTER 4 -	SELECTION PROCESS (Continued)	
	Program Specific Criteria	4-18
	Post-selection Activities	4-18
	Notification of Students	4-18
	Scheduling Procedures	4-19
	Student Appeals	4-19
CHAPTER 5 -	LEGAL GUIDELINES	5-1
	Legal Basis for the Guidelines	5-1
	Compliance Reviews	5-2
	Responsibilities of All State Agency Recipients	5-3
	Vocational Education Programs	5-3
	Eligibility for Admission to Secondary Vocational Education Centers Based on Numerical Limits Imposed on Sending Schools	5-3
	Eligibility for Admission Based on Student Option	5-4
	Eligibility Based on Evaluation of Each Applicant Under Admissions Criteria	5-4
	Equal Access for Handicapped Students	5-5
	Counseling and Prevocational Programs	5-5
	Counseling and Prospects for Success	5-5
	Student Recruitment Activities	5-6
	Promotional Activities	5-6

APPENDICES

APPENDIX A - APPLICATION FOR ENROLLMENT
APPENDIX B - TEACHER/ADMINISTRATOR RECOMMENDATION
COUNSELOR'S RECOMMENDATION
CRITERIA ASSESSMENT SCALE
APPENDIX C - THE ACT CAREER PLANNING PROGRAM
ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB-5)
DIFFERENTIAL APTITUDE TESTS
THE GENERAL APTITUDE TEST BATTERY

LIST OF FLOW CHARTS

Chart		Page
	FLOW CHART OF ADMISSIOMS HANDBOOK	iii
2	ORIENTATION TO VOCATIONAL EDUCATION	2-2
3	APPLICATION PROCESS	3-2
4	SELECTION PROCESS	4-3

LIST OF FIGURES

Figure		Page
4.1	STUDENT SELECTION GUIDE	4-9
4.2	EXAMPLES OF ASSESSMENT SCALES	4-11
4.3	EXAMPLE: CALCULATION OF SENDING SCHOOL, APPLICANT AND SELECTION PROFILES	4-16

PREFACE

This Handbook was compiled in order to offer vocational educators in Missouri a structured, comprehensive and nondiscriminatory guide for admissions procedures. These procedures include the implementation of vocational orientation activities, the application process and the selection criteria for the admission of students at both the secondary and postsecondary levels.

The five underlying objectives of a nondiscriminatory admissions policy basic to the total methodology of the Handbook are as follows:

- To employ criteria for selecting applicants who will be successful rather than criteria for excluding applicants.
- To foster enrollment in nontraditional programs.
- To incorporate handicapped students in the regular admissions program.
- To improve the completion rates of all students by improving the selection of capable students whose interests and aptitudes coincide with the educational scope and employment objectives of the vocational program.
- To place the needs and interests of the students above all other considerations.

The Handbook has been written in compliance with federal and state regulations. As well as legal guidelines, this guide also attempts to include all information which will facilitate the functions of vocational administrators and/or admissions committees. It is their responsibility to assist all interested individuals to prepare to become productive members of society, without restriction because of race, sex, age, national origin or handicap. It is anticipated that this document will serve as a ready reference for those who will be responsible for administering a comprehensive admissions

system in Missouri's vocational-technical programs. The guide includes suggestions on how to function in the most efficient manner while addressing the legal implications of the admissions process.

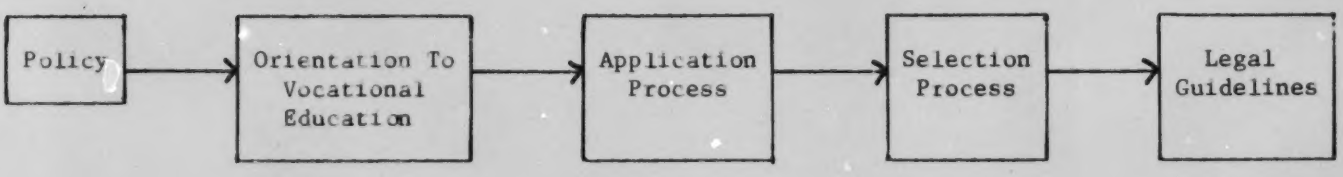
Chapter 1 is a statement of the Missouri Admissions Policy. Guidelines for the implementation of this policy as it relates to the aforementioned procedures are offered in Chapters 2, 3, and 4. Carefully designed flow charts diagramming the process accompany these guidelines. As part of the ready reference design of the Handbook, these flow charts are printed on yellow pages. Blue pages at the end of each of these chapters offer more detailed explanations of strategies or procedures outlined on the preceding white pages. Specifics concerning legal aspects are the basis for Chapter 5.

The flow chart presented on the next page diagrams the entire admissions procedure to be addressed in this Handbook.

The official admissions policy provided in Chapter 1 is the master procedure to which alterations may be made to suit each local educational institution. The adapted version of this policy may then be presented to the local governance board for approval.

Chapter 2 supplies proven methods of disseminating and publicizing information about the educational institution. It also includes cautions and safeguards against nondiscriminatory attitudes which must not be overlooked. The application chapter delineates the sequence of steps a student must follow to become eligible for entrance into a vocational program. Also included in this section is the identification of criteria measures which are the key to

FLOW CHART OF ADMISSIONS HANDBOOK



the student selection process. The selection chapter outlines the composition and the role of the admissions committee, the utilization of criteria in selection and an explanation of the student appeals process.

CHAPTER 1
POLICY

The policy governing the admissions process in Missouri's vocational-technical institutions reflects the various legislative mandates while serving all prospective students. No institution shall deny access to vocational education programs because of race, color, creed, sex, age, handicap, or national origin, provided the applicant has met all necessary minimum requirements for occupational licensure. Minimum age requirements often vary in personal service occupations.

The admissions policy is structured as an outline to be followed in admitting students and assists in ensuring that consistent decisions are made. While setting the guidelines from which the admissions process functions, the policy is complementary to and workable with other institutional policies.

The basic admissions policy that governs the institution must be related to the philosophy and objectives of the institution. The current needs of society, federal and state legal regulations, and the variety of program selections are all considerations which dictate the philosophy of the institution. The nondiscriminatory attitude of this policy relates directly to the admission of students and must also be considered in ensuring that all services are provided equally to all students. Since individuals vary greatly in their needs and abilities, the vocational-technical schools recognize their responsibility to provide diversified, comprehensive and job market oriented programs to accommodate the broad spectrum of student interests and needs, and occupational opportunities.

Admissions requirements reflect and implement the admissions policy of the institution. They should be consistent yet flexible and should remain in effect without change unless fundamental conditions or institutional objectives change.

Admissions requirements based on current research provide a sound basis for making an admissions decision. The decision to admit or direct the prospective student to a specific curriculum should be based on known criteria that have been systematically verified and validated. At no time should students be directed toward career programs strictly because they are traditionally chosen by students of their background. Efforts should be made to familiarize all students with all of the available options which meet their realistic career goals, regardless of outdated social attitudes and mores.

Admissions requirements utilized in the vocational-technical institutions of Missouri are:

- Structured and executed so as to insure that all eligible applicants who might want, need or profit from a vocational educational experience are provided that opportunity when the opportunity exists, and
- Designed and implemented for the purpose of increasing and enhancing, rather than restricting, the prospective student's opportunities, and
- Complementary to the instructional programs and their educational objectives, and
- Nondiscriminatory on the basis of race, national origin, sex, handicap, age or marital status.

Given this background, the following policy is recommended for adoption by the governance board of each vocational-technical school:

"Students, their parents, and employees of the School (School District) are hereby notified that this school does not discriminate on the basis of sex, race, color, creed, age, handicap or national origin and is required by Title VI, Title IX and Section 504 not to discriminate on the basis of sex, race, color, creed, age, handicap or national origin in its educational activities and employment practices. Any person having inquiries concerning School (School District) compliance with Title VI, Title IX and Section 504 is directed to contact (Name) _____, (Address) _____, (Telephone Number) _____. (Name) _____ has been designated by School (School District) to coordinate the school district's efforts to comply with Title VI, Title IX and Section 504."

CHAPTER 2

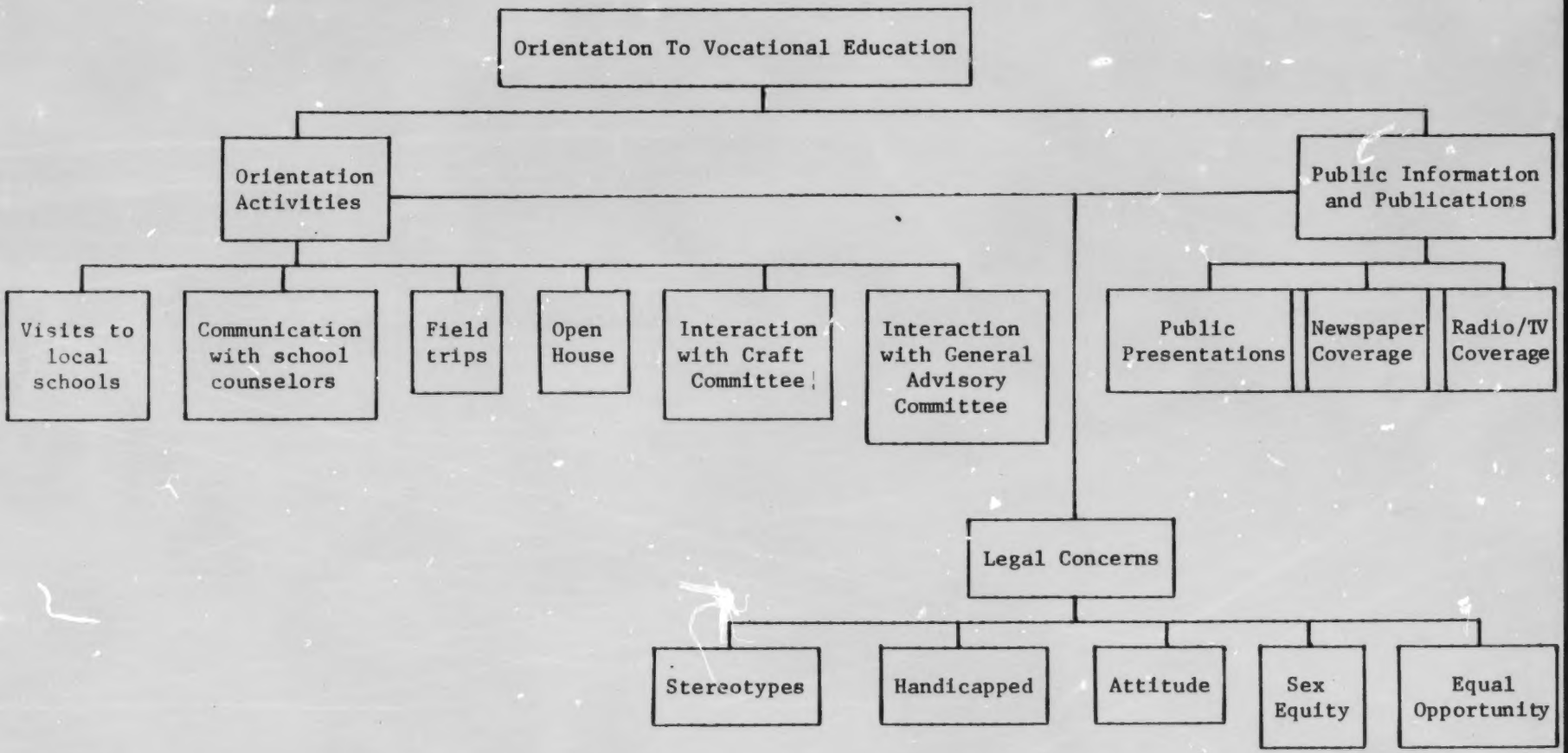
ORIENTATION TO VOCATIONAL EDUCATION

One key aspect of the admission policy of any vocational institution is to acquaint prospective students with the role of vocational education as it will relate to their future work experiences, their role as consumers and their function as contributing citizens. This vocational orientation begins with the most general pre-vocational information at the elementary level with an increased focus or occupational orientation beginning at the seventh grade. By the time students finish their tenth year, these orientation activities will have supplied sufficient guidelines for individual program selection.

A second aspect of vocational orientation is to acquaint the adult population with vocational education. In orientations to both students and the community, it is important that the institution be viewed as supportive and open to a broad range of students with a variety of educational needs. Orientation activities conducted by staff members must not create or perpetuate stereotypes or limitations based on race, color, national origin, sex or handicap. If the high school or postsecondary institution enjoys the reputation of being enthusiastic and supportive of equal opportunities, orientation to vocational education becomes much easier.

Data presented in this chapter concentrates on the orientation activities and public information techniques employed to acquaint all populations with vocational programs. Flow Chart 2 illustrates the direction and design these activities will follow.

FLOW CHART 2



2-2

A. Orientation Activities

1. Visits to local schools - vocational counselor(s) meets with students and administrators at sending schools to discuss vocational options.
2. Communications with school counselors - sending school counselors must be kept informed of program options and job market demands.
3. Field trips - set up trips for junior high students to visit area schools and postsecondary institutions to explore occupational options; optional second field trips give older students the opportunity to "shadow."
4. Open house - biannual open house activities to acquaint prospective students and the community with programs and projects.
5. Interaction with craft committees - incumbent workers on the committees are extentions of the school to a significant potential population of students and should be utilized as speakers and liaisons for field trips.
6. Interaction with General Advisory Council - members may be invited to speak to students on job market demands and may also serve as liaisons for on-site industry or business visits.

B. Public Information and Publications

1. Public presentations - school representatives should publicize vocational programs and the represented institution through speaking engagements at service, church, civic and social organizations.
2. Newspaper coverage - local newspapers should be regularly provided with reports on school activities and progress as well as features and pictures about students and upcoming activities.

3. Radio/television coverage - local stations should be supplied with spot announcements promoting orientation activities, and should be encouraged to produce informational presentations featuring administrators and students as guest speakers.

C. Legal Concerns

1. Stereotypes - presentations, audio-visual aids and written materials must not perpetuate stereotypes or limitations based on race, color, national origin, sex or handicap.
2. Handicapped - all promotional and informational materials must indicate the school's willingness to serve the handicapped in the most integrated setting possible.
3. Attitude - personnel attitude must avoid all obvious and subtle bias and encourage potential students to broaden their occupational horizons.
4. Sex equity - all publications, oral presentations and course titles must utilize sex-fair language.
5. Equal opportunity - promotional materials whether used in orientation activities or publications must reflect equal opportunity to all populations.

An effective orientation to vocational education should include many opportunities for potential students to explore careers. This vocational orientation program should include, but not be limited to, the following:

Visits to local schools

Visits to sending schools are an important part of the orientation to vocational education program. These visits provide the vocational counselor with the opportunity to meet with the administrative staff and students to discuss options that are available and problems which might exist. If a team approach is used, persons representing various occupations, races, sexes, and handicaps should serve as recruiters. Students are highly influenced by the friendliness, warmth and openness of recruiters who visit their school. The nature of the interpersonal relationship between the recruiter and the student is often more important than the content of the information about the institution.

Communications with school counselors

Since students often see enrollment in a vocational program as an extention of their previous schooling, the sending school counselor is a key contact person. These counselors exercise a primary responsibility for communicating with students in helping them to make vocational choices which fit their interests, abilities and needs. It is extremely important that these counselors be knowledgeable about the program options available as well as the future job market in the occupation students will be entering after training.

Field trips to the vocational school

A field trip during the junior high grades can help to inform students of vocational education opportunities which they may wish to explore. During

the ninth grade, students should be provided with the opportunity for more extensive exploration of three or four occupational areas in order to better focus their occupational preferences. A final field trip option would allow older students such options as "shadowing" before making a final determination of a program choice.

Open house

An open house allows the public to meet the staff and students, to view programs and projects, and generally to learn more about the school. Scheduling open house activities twice each year can result in increased enrollments and reinforces the school's place in the community.

Interaction with craft committees

Craft committees comprised of local skilled workers with expertise in the occupational areas offered at the school provide technical support and guidance to instructional personnel. These committees counsel and advise instructors on new and improved methods in industry so that vocational education programs do not become technologically obsolete. The individuals who serve on these committees generally have contact with a large number of potential students. They may be invited to speak at sending school vocational orientation programs or may serve to supply counselors with on-site locations for field trips.

Interaction with the General Advisory Committee

The General Advisory Committee members typically are quite influential in business and industry and are community leaders. This committee exists to furnish school administrators with information on local business trends and employment projections. Such information is also of interest to prospective

students and committee members should be invited to speak on job market demands and trends in school assemblies or classroom activities. Vocational counselors may also utilize such individuals in developing field test locations for other orientation activities.

In addition to these activities, the public at large should be continually informed of the activities and program offerings of all schools, especially the postsecondary institution. The adult population may be reached through various community presentations and through the communications media. The following paragraphs describe effective orientation activity guidelines which should be adhered to in dealing with public information activities.

Presentations at civic, social and service organizations

Representatives from the area schools and postsecondary institutions are popular speakers for service groups, church groups, and other civic and social organizations in the community. These speaking engagements allow for broad-based publicity for the school and should reflect the nondiscriminatory attitude of the institution. Efforts should be made to contact all populations including minority groups.

Newspaper coverage

Local newspapers are a vital part of the public relations program for area schools and postsecondary institutions. Reports on school activities, programs and vocational student organizations, as well as features and pictures about individual students, keep the school before the public eye. The newspapers have also been receptive to publishing feature articles and reports written or prepared by staff members. Features should reflect the sex equity, equal opportunity, nonbiased policy of the vocational school.

Radio/television coverage

As part of their public service functions, local radio and TV stations have been willing to provide area schools and postsecondary institutions with some time and coverage of noteworthy events. This coverage takes the form of spot announcements during Vocational Education Week, Open House Week, or just prior to fall enrollment or other special events. Also, the vocational director, vocational counselor and others may participate in a question and answer type presentation on the local stations.

All promotional materials issued to the public should provide an accurate and clear representation of the institution. Some other cautions that should be heeded in planning the public information program are presented in the following paragraphs.

Written materials or audio-visual aids which are promotional or informationsl in nature must not create or perpetuate stereotypes or limitations based on race, color, national origin, sex or handicap. Both text and illustrations should portray males, females, minorities and handicapped persons in programs and occupations in which these groups traditionally have been represented. If the community served by the school contains a number of national origin minority persons with limited English speaking ability, promotional literature should be distributed to such a community in its native tongue. Printed information about the school will make an impact on minority students when it emphasizes cultural diversity in the composition of the student body and the faculty.

All promotional and informational materials must indicate the schools' willingness to serve the handicapped. Literature and film should inform

the public that serving the handicapped student involves offering programs and activities in the most integrated setting possible.

In addition to transmitting information, a school's publications convey attitudes. The goal is to avoid both obvious and subtle bias against any individual or group of individuals. The myth that certain work and life roles are more fitting and appropriate for a particular group only restricts equal opportunity. Publications should encourage all potential students to broaden their occupational horizons.

In terms of the text of publications, the language used must be sex fair. For example, the use of a masculine term to generalize about a group which includes females should be avoided. Wherever possible, the term "students" might replace "he" or "she" in the text. Occupational titles should be used with the sex neutral suffix, for example, "drafter" or "salesperson."

Illustrations or photographs used should include men, women, minorities and handicapped persons in both leadership and student roles. Photographs of men and women in nontraditional occupations should reflect and represent the active participation of both sexes in that group. Faculty photos should include women, members of minority groups and handicapped persons whenever possible.

Promotional materials should reveal that employers in occupations which formerly hired one sex to the exclusion of the other are now required by law to employ the best qualified candidate regardless of sex, age, membership in a minority group or handicap.

Articles in local newspapers and student publications serve to notify potential applicants of the school's equal opportunity policy in both admissions to educational programs and employment therein. Methods of implementing a continuing public information program include the posting of notices in libraries and social service agencies, press releases to newspapers and magazines, and radio announcements. Articles in secondary school publications provide high school students and their parents with information on the broad range of educational opportunities and services available in the postsecondary institutional setting. Brief summaries of program offerings and admission criteria should be included in all public announcements, along with the name, address and telephone number of the school's coordinator of Title VI, Title IX and Section 504 compliance activity.

In accordance with Title IX, the public should be informed that limitations upon the number or proportion of persons of either sex who may be admitted are prohibited. The public must also be informed that the school does not exclude individuals on the basis of parental, family or marital status, pregnancy, childbirth, termination of pregnancy or recovery therefrom.

To comply with Section 504 of the Rehabilitation Act of 1973 (P.L. 93-112), the public should be made aware of the fact that no qualified handicapped person is excluded, on the basis of handicap, from participation in the school's programs and activities. All services afforded the handicapped student must be equal to those provided to the nonhandicapped. Occasionally, separate services may be necessary to provide handicapped students with a vocational education as effective as that provided to nonhandicapped students. The public should also be advised that qualified handicapped students are not

counseled toward more restrictive career objectives than are nonhandicapped students with similar interests and abilities. Publications such as pamphlets or brochures should be made available at various locations within the community, such as physicians' offices, clinics and stores in an effort to reach handicapped persons.

CHAPTER 3

APPLICATION PROCESS

The purpose of establishing a uniform admissions procedure is to assure all applicants of fair, consistent and equal consideration for participation in vocational education. The goal is to provide all interested applicants with the information they need to complete the application process without delay, frustration or complications caused by lack of familiarity with the process. The actual information needed to complete this process relates directly to the criteria employed by the Selection Committee. Core measures which are utilized in all programs include grades, teacher and counselor recommendations, attendance, interest, and program representation. Four other measures are additionally used which relate specifically to the program of interest.

The two stages of the application process, procedures and records, are illustrated in Flow Chart 3. The first stage, Procedures, includes activities to be completed by the counselors and students. This will facilitate the preparation of an information packet used to evaluate the applicant during the selection process.

The second stage, Records, deals with cautions that should be heeded when processing and filing student information.

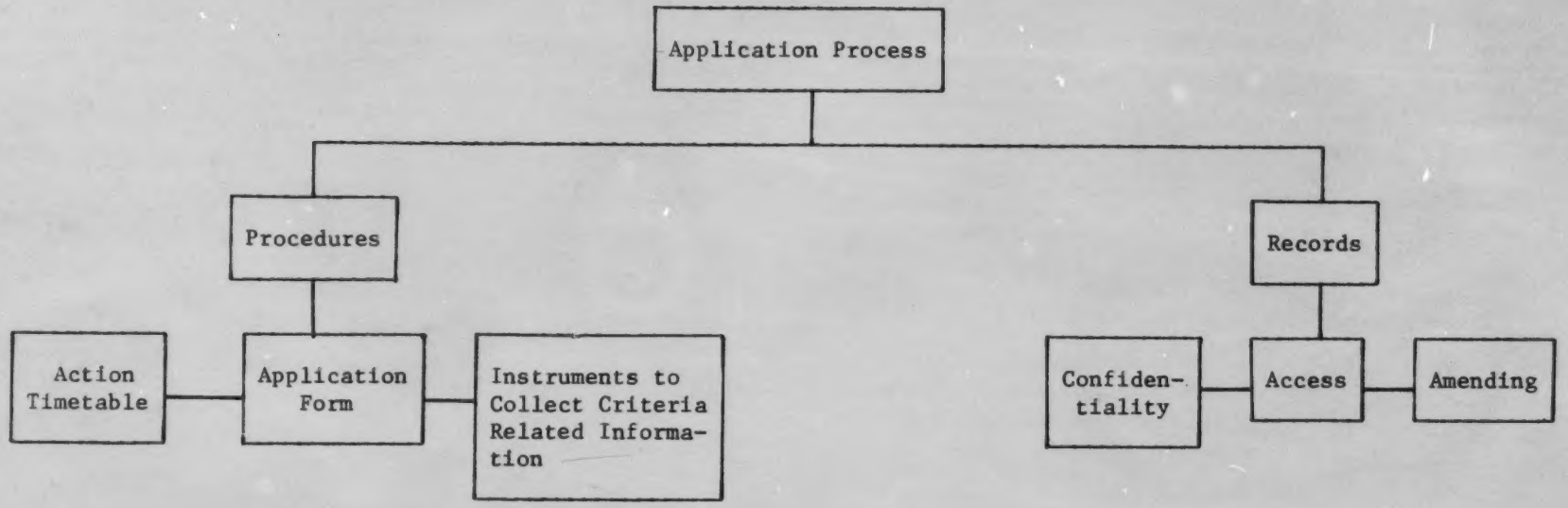
A. Procedures - activities completed by counselors and students.

1. Action Timetable - a published calendar of events and activities in enrollment procedure

a. September/October

(1) Explanation by sending school counselors of goals, objectives, opportunities and application procedures

FLOW CHART 3



3-2

(2) Vocational school counselors visit sending schools - applications distributed

(3) The number of school placements available to each sending school will be determined

(4) Students showing an interest visit vocational school

b. October/November

(1) Interested students are tested

(2) Applications accepted

(3) Home and vocational counselors

(4) Discuss number of slots available; preliminary to screening by sending school counselor

c. December

(1) Application deadline

d. January

(1) Assessment by teachers and counselors

(2) Interviews by sending school counselors (students should indicate two or three program choices)

e. February/March

(1) Selection by committee

(2) Notification of acceptance mailed

f. April

(1) Deadline for schedule changes

2. Application Forms - should be streamlined and only request information relevant to student's enrollment within a vocational program. (See Appendix A for samples of application forms)

a. Comprehensive High School - Secondary student

b. Area Vocational-Technical School - Secondary student

c. Postsecondary student

d. Area Vocational-Technical School - Adult student

3. Instruments to collect criteria related information (See Appendix B for sample forms)

a. Teacher recommendations

b. Counselor recommendations

c. Criteria assessment scales

(1) Grades

(2) Attendance

(3) Student interest

(4) Program representation

B. Records - information carefully maintained with regard to the legal rights of students.

1. Confidentiality - admissions office must assure information from education records of student will not be disclosed without prior written consent of parent or student.

2. Access - all students have the right to inspect and review their education records.

a. Student must make written request

b. Schedule of fees for copies must be available

3. Amend inaccurate or misleading information

a. Student must have opportunity to seek correction of education records

b. If agreement is not reached as to amendment of records, student may file written request for formal hearing.

Action Timetable

The first step in initiating the application procedure is to establish an "action timetable." A published calendar of events and activities in the enrollment procedure helps to assure that all interested persons are informed as to the specific time limits involved in preparing students for entry into an area vocational-technical school or postsecondary institution. The timetable includes the dates for counselors' meetings, application deadlines, testing dates, vocational counselor visits to sending schools, slide/film presentations, student visitations, student acceptance notification and other important dates.

Application Forms

The next step in the application procedure is the identification and completion of the proper application form. This form should be streamlined and only request the information that is relevant to the student's enrollment within a vocational program. Information that should be collected on the application form includes:

- the student's primary choice of a vocational program
- personal background information
- career plans after graduation

Care must be taken that information such as sex and race either not be collected or collected preferably on a tear-off portion of the application with assurance to the applicant that this information will not be used in any discriminatory manner.

Instruments to Collect Criteria Related Information

Teacher and counselor recommendations should be used by the Selection Committee to select students for individual programs. Two teachers and one administrator are required to evaluate the applicant on attitude, responsibility and neatness.

The counselor's recommendation is a three-fold evaluation which includes past school performance, potential for success in vocational education, and a composite assessment. This assessment consists of past grades, test scores, ratings on four specific program criteria, teacher recommendation and any other assessment scales.

Student interest, grades, attendance, and program representation are charted on criteria assessment scales to be completed at the time of application. These scales will be fully evaluated for each student during the selection process.

Four program-specific criteria should also be developed and the results evaluated during the selection process. These could include such criteria as manual dexterity, motor coordination and numerical ability.

Records

The second phase of the application process deals with the maintenance of student information. The initiation of each student record file begins with the submission of the student's application form. There are a number of cautions that should be heeded in the handling of student records and the accessibility to these records.

Confidential records should be kept in separate files and not be maintained as part of the admissions file. Care should also be taken so that information is used exclusively for the purpose for which it was collected. The professional admissions counselor must understand that confidentiality of records and information is a serious responsibility. The admissions office has an ethical, moral and legal responsibility to assure that admissions records do not violate the trust of contributors nor the rights of students or the parents of students.

Students desiring access to their records must make a written request to the appropriate school administrator, listing the item or items of interest. In accordance with the provision of the Family Educational Rights and Privacy Act of 1974, records covered by this act will be made available within forty-five days of the request. Students may have copies made of their educational records.

The school is often asked to transmit student information to employers, educational institutions, courts, social agencies and others. Since conveyance of records removes the data from the control of the school, most stringent precautions are required to protect the rights of the student against invasion of privacy, misinterpretation of the data or inappropriate use.

Each school is responsible for establishing uniform procedures for the safe housing of student records and the assignment of specific personnel with the primary responsibility for maintenance of each type of educational record. As a general rule, limited access in terms of storage areas and personnel is the best way to insure the confidentiality which is essential to the maintenance of student records.

Students who feel that their records contain inaccurate or misleading information should discuss the problem informally with a school official. If it is agreed that an error exists, the record in question will be amended. If agreement is not reached, the student must be notified, within a reasonable period of time, that the records will not be amended. At this time, students must be informed of their right to a formal hearing. The student must then file a written request for a formal hearing.

CHAPTER 4

SELECTION PROCESS

The selection aspect of the admissions process must be carefully planned and consistently implemented. The final selection is delegated to the administration through the admissions policy, although the selection process is the responsibility of the director. In order to make that concept practical, the care of the responsibility rests with the Selection Committee. This committee is the core of a sophisticated effort to provide students with assurance of a rational system of selection and admission to vocational and technical education programs. At area vocational schools the composition of the Selection Committee should include the vocational director, the vocational counselor and a counselor from each sending school. Staff members who may be used in complementary roles are vocational instructors, high school principals and vocational resource educators. The comprehensive high school Selection Committee should include the principal, a counselor and two vocational instructors. At postsecondary institutions the Selection Committee should minimally include the Dean of Instruction, the Admissions Officer, and two instructors. The Selection Committee's ongoing responsibility is to provide communications linkage with students, counselors and the public. It reviews, modifies and updates activities and is responsible for inservicing the respective sending school staff in reference to the selection of students for vocational education. Through the process of utilizing selection criteria, assessment scales and a rating system, the Selection Committee is responsible for placing students in programs most closely allied to their individual interests, achievements, aptitude and goals.

Also included in the responsibilities of the Selection Committee are the post-selection activities. They must be prepared to notify students of their acceptance into a program, schedule activities related to enrollment and deal with student appeals. The completed selection process is detailed in Flow Chart 4.

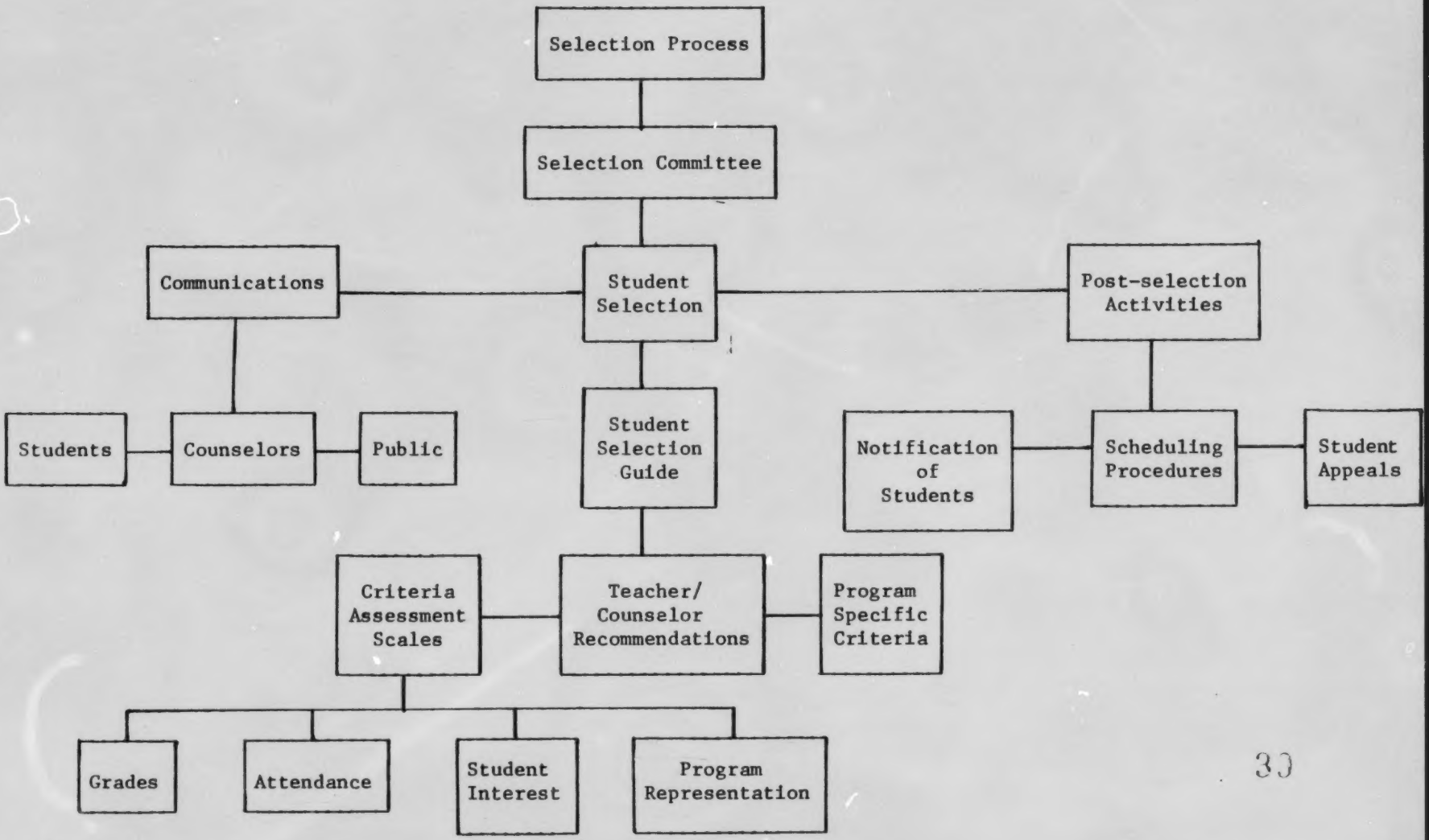
The key aspect in the Selection Process is the Selection Committee which provides the most vital link to all selection activities.

A. Communications - ongoing responsibility of Selection Committee to provide communication linkage with the following:
   1. Students - provide students with information needed to make career choice
   2. Counselors - committee assures that counselors have opportunities for contact with local business and industry and state and regional vocational personnel

B. Student selection - procedure must be documented and validated with respect to legal considerations
   1. Student Selection Guide - criteria used by committee to assess students
   2. Criteria Assessment Scales - grades, attendance, student interest and program representation
   3. Teacher/Administrator and Counselor recommendations
   4. Program specific criteria

C. Post-selection activities
   1. Notification of students - official notice mailed to accepted students and certified list of accepted students and their program assignments provided to sending school

FLOW CHART 4


Selection Process
Selection Committee
Communications
Student Selection
Post-selection Activities
Students
Counselors
Public
Student Selection Guide
Notification of Students
Scheduling Procedures
Student Appeals
Criteria Assessment Scales
Teacher/ Counselor Recommendations
Program Specific Criteria
Grades
Attendance
Student Interest
Program Representation

2. Scheduling procedures - includes bus transportation schedules, extra-curricular activities, special schedules and curricular restrictions of sending schools
3. Student appeals - procedure to be followed when student feels they have not been treated in accordance with school's admissions policy

An effective selection process is primarily dependent upon the activities of the Selection Committee.

Communications

An ongoing responsibility of the Selection Committee is the continual communication of updated information to prospective students, sending school staff and the public sector.

Communications with Students

The Selection Committee works in tandem with sending schools to provide a program of awareness, exploration and investigation of those employment opportunities which are often best approached through the broad range of vocational education. At the senior high school level, the Selection Committee assists students by encouraging a variety of exploratory and informative activities aimed at helping them make tentative career choices that will enhance their personal options. The committee must not only assure that sufficient information is provided to students, but must also be a retriever of directive information from students, both vocational and nonvocational, if the communications system is to be effective. The Selection Committee, with the sending school counselor members as chief liasons, assures that each student is apprised of full information.

Communications with Counselors

School counselors play key roles in the communications system. From their personal and professional information bases, counselors are an influential link in student recruitment and selection. The Selection Committee assures that sending school counselors have opportunities for contact with local business

and industry and state and regional vocational personnel. Through on-site visitations and participation on various vocational school and craft advisory committees there is opportunity for these counselors to exchange ideas and information with the program staff of the vocational center. Counselors should make every effort not to limit students to only traditionally accepted vocational interests. Intelligent decisions and proper adjustments are made with the assistance of a strong counseling program which helps students make reasoned choices. Counselors have several tools available to them with which to help students make these choices. These include vocational interest surveys which follow student program visitations, high school transcripts and professional aptitude-interest evaluations from a variety of standardized and hands-on instruments.

Communications with the public sector

In order to be effective and to enjoy essential public support and confidence, the vocational school must be able to communicate directly with the public. Direct and indirect involvement of the community is accomplished through the following: news media presentations, open houses, advisory committees, social/civic/service organization visitations and speaking engagements, cooperative student employment, evening adult education programs and school-supported contacts such as a school store or other services available to the public. The end result is an effective and efficient school-community relationship. The Selection Committee's responsibility is to foster this relationship through involvement in both advisory and facilitating capacities.

Student Selection

The over-riding responsibility of the committee, however, continues to be student selection. A documented and validated selection procedure for admission to vocational programs is essential. Every student who wants vocational preparation has access to it due to a legal and moral mandate. Perhaps the Selection Committee's most critical function is to enlist its collective expertise to ensure that all students, regardless of race, religion, sex, national origin, or handicap be offered the opportunity to participate in a nonrestrictive vocational program. However, no matter how conscientious the determining body may be in seeking to provide such assurance, some programs are almost consistently more popular than others. A planned procedure for determining program assignments must be firmly structured. The Selection Committee, whether working as a whole or in subcommittees, must consider each application individually. This requires confident communications and total cooperation between members of the considering group as students are selected for specific programs or clustering-phasing programs. Participation of ancillary Committee members is particularly appropriate during the selection process.

Student Selection Guide

A recommended tool to be used by the committee is a Student Selection Guide containing criteria, an assessment scale and a rating scale. Each vocational program should have a "preset" assessment and rating scale by which the selection criteria is judged. These selection measurements must be approved by the total Selection Committee. They should then be validated to assure that they have demonstrated relationships to performance in the programs for which they were

designed. It is particularly important that they do not discriminate against members of protected populations (by race, color, national origin, sex or handicap). After validation, the Guides are again approved by the Selection Committee for use in selecting students for those programs for the next school year. The Student Selection Guides can be changed by the Selection Committee at a later date, if necessary, particularly if subsequent validation efforts do not empirically demonstrate that the criteria are related to success and/or if the criteria are shown to systematically discriminate against students on the basis of their race, sex, handicap or national origin. Once the Student Selection Guides have been approved by the Selection Committee, and by the Governance Board, the major responsibility for their use shifts to the sending school guidance counselor. For each criterion on the Student Selection Guide, the counselor records the assessments and related ratings.*

Criteria Assessment Scales

The selection guide as presented in Figure 4.1 should be developed to include no more than ten criteria for each vocational or technical program. The Selection Committee should work with the vocational director, the vocational counselor and the vocational instructors to identify both the criteria and the assessment scales. An assessment scale is a well defined numerical rating scale that allows for the consistent evaluation of each criteria. Although it is recommended that the total points across all criteria be equivalent

*It should be noted that this is an extensive task and would make inordinate demands upon the time of the high school counselor. Therefore, those scores and other items which are readily retrievable from school information may be entered by nonprofessional school employees under the counselor's direction. The counselor is then responsible for transposing the scores to rating scale points.

Figure 4.1

STUDENT SELECTION GUIDE

Student's Name _____ Vocational Program _____

SELECTION CRITERIA	ASSESSMENT SCALE	RATING
	TOTAL RATING	

to 100, each specific criteria can be weighted according to institutional preferences. Sample assessment scales are presented in Figure 4.2. For the purpose of this Document the six core criteria (Counselor Recommendation, Teacher/Administrator Recommendation, Grades, Attendance, Interest, and Program Representation) as well as the suggested four program specific criteria are assigned ten points each.

Grades and Attendance

Readily retrievable sources of the numeric entries are cumulative records (attendance and grade point average). These should be relatively easy to collect and be available for all students.

Student Interest

Counselors should complete an interest assessment scale on each applicant after an interview with that applicant during the first three months of the school year. A sample of the interest assessment scale is presented in Appendix B.

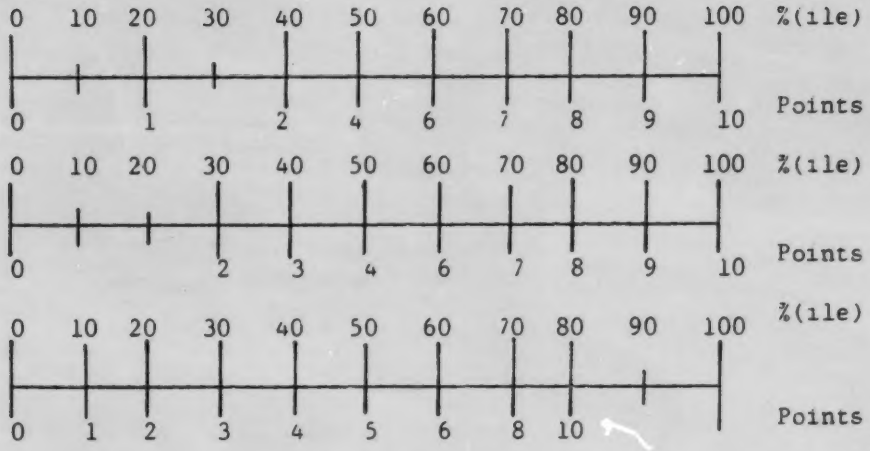
Program Representation

In order to examine for equitable representation of the various student populations being admitted to vocational programs, definitions are required for each of the mutually exclusive groups (strata). These groups are males, females, race, handicapped, ethnic minority and other. With the exception of the handicapped status, the information required to determine group membership should be available in the student's file. The diagnosis of the handicapped condition can be obtained in many ways, but the strongest evidence would be a report from a recognized professional.

Figure 4.2

EXAMPLES OF ASSESSMENT SCALES

ABSTRACT REASONING



ATTENDANCE

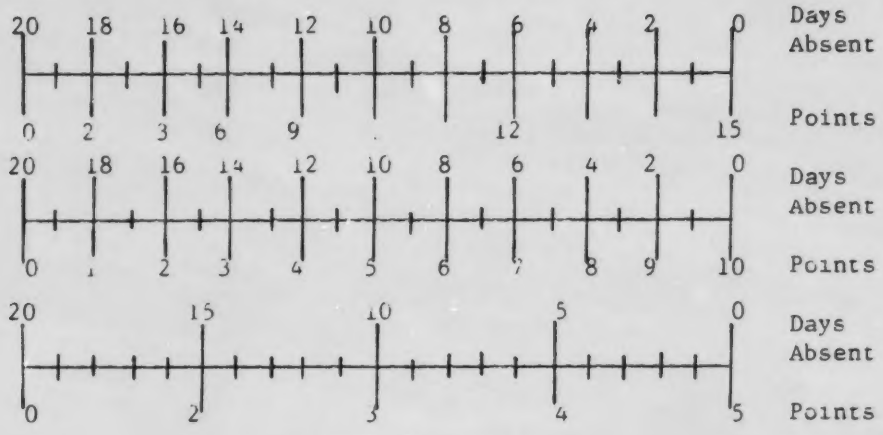
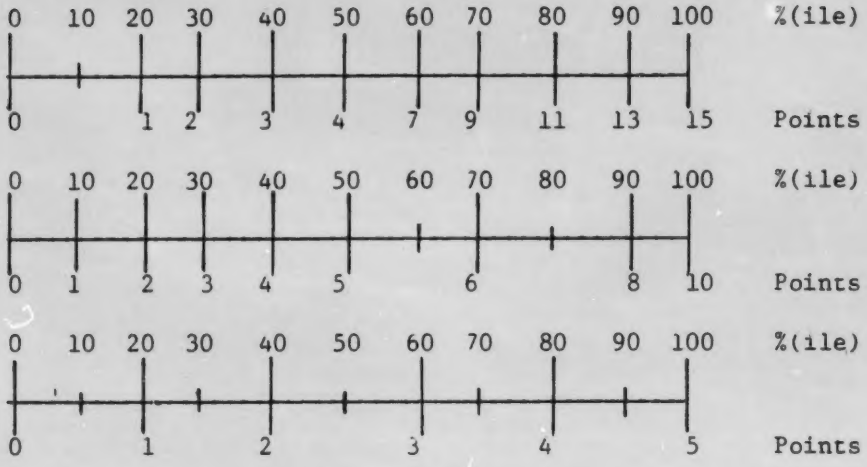


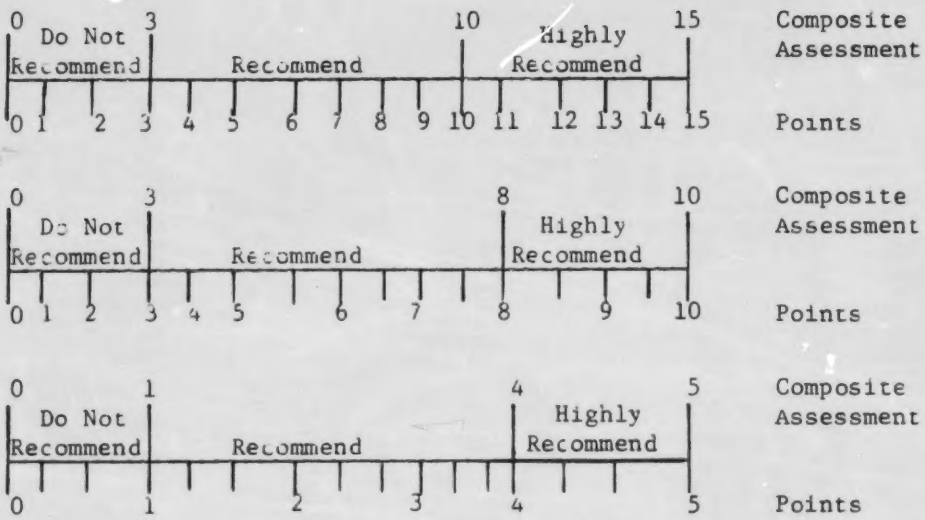
Figure 4.2 (Continued)

EXAMPLES OF ASSESSMENT SCALES

CLERICAL SPEED AND ACCURACY/ PERCEPTION



COUNSELOR EVALUATION


0 3 10 15 Composite Assessment
Do Not Recommend
Recommend
Highly Recommend
0 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 Points
0 3 8 10 Composite Assessment
Do Not Recommend
Recommend
Highly Recommend
0 1 2 3 4 5 6 7 8 9 10 Points
0 1 4 5 Composite Assessment
Do Not Recommend
Recommend
Highly Recommend
0 1 2 3 4 5 Points

Five general profile types are defined below.

1. Sending School Profile - this profile is strictly a report by percentage of the make-up of the student body. For example, the sending school profile for school A might be:

Sex:	Male	= 55%
	Female	= 45%
Race:	White	= 90%
	Minority	= 10%
Handicapped		= 5%
Ethnic Minority		= 2%

2. Applicant Profile - this profile is a percentage breakdown of students according to the same groupings but only of the students who actually applied to the area school. Applicant profiles can be constructed for each program also. An example of an applicant profile for sending school A might be as follows:

Sex:	Male	= 55%
	Female	= 45%
Race:	White	= 90%
	Minority	= 10%
Handicapped		= 3%
Ethnic Minority		= 2%

The applicant profile is used as a portion of the program representation check.

3. Selection Profile - this profile is a percentage breakdown of those students who according to the selection process would be selected for admittance into the area school. An example of a possible selection profile for sending school A might be:

Sex:	Male	= 75%
	Female	= 25%
Race:	White	= 95%
	Minority	= 5%
Handicapped		= 0%
Ethnic Minority		= 0%

4. Targeted population profile - this profile could be defined in two ways.

   a. It could be the difference between the percentage representation for each group from the sending school profile and the applicant's profile. An examination of these two profiles presented above indicates that according to both, sex and race group representation is not a problem. It could also be noted that the group of students labeled ethnic minority is also equal. The handicapped population for the district is at 5% whereas the applicant profile totals only 3%

   b. The other type of a targeted population profile could be determined by comparing the applicant profile with the selection profile. From our examples of sending school A as presented above, three deficiencies can be noted. These would be 20% less females selected than applied, 5% less minorities selected than applied, 3% less handicapped selected than applied and 2% less ethnic minority selected than applied.

5. Actual Admissions Profile - the last profile would be the actual admissions profile. This is a percentage breakdown of the number of students from sending school A by group that were actually admitted. An example of this type of profile is as follows:

Sex:	Male	= 65%
	Female	= 35%
Race:	White	= 92%
	Minority	= 8%
Handicapped		= 2%
Ethnic Minority		= 1%

This type of profile would be studied over a three year period as part of the program representation check.

Steps to be followed in determining the various profiles are as follows:

1. Compile the number of students in each of the following definitive categories:
   a. Total number of students attending the school (sending school)
   b. Total number of male students
   c. Total number of female students
   d. Total number of minority students (race)
   e. Total number of other students (race)
   f. Total number of handicapped students
   g. Total number of ethnic minority students
   h. Total allocation of students to be sent to the vocational school
2. Set up a table, such as the example shown in Figure 4.3. Then record the number of students for each group in the section labeled Sending School Profile.

Figure 4.3

EXAMPLE: CALCULATION OF SENDING SCHOOL, APPLICANT AND SELECTION PROFILES

	Sending School Profile						Applicant Profile				Selection Profile			
	Enrollment		Percent		Allocation		Enrollment		Percent		Enrollment		Percent	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
Race (only)	16	14	3	2	3	2	4	2	2	1	2	2	2	2
Handicapped (only)	35	25	6	4	6	4	10	8	5	4	3	2	3	2
Ethnic Minority	7	5	1	1	1	1	2	2	1	1	1	1	1	1
Other	252	246	42	41	42	41	100	72	50	36	50	39	50	39
Total Students	600						200				100			
Allocation					100									

3. Determine the percentage represented by each group. This can be done by dividing each group total by the total students attending the sending school.
4. In the example the sending school has been allocated placements for 100 students. In order to determine perfect representation for each group, multiply 100 by the percentage for each group. Remember, a percentage must be converted to a proportion (5% = .05; 25% = .25).
5. In order to determine the Applicant Profile, follow steps 1 and 2 using the total number of students applying for the base and subgroup totals. If the percentages for the various groups differ between the Sending School Profile and the Applicant Profile, careful examination should be made of the ways in which all groups are made aware of vocational opportunities.
6. In order to determine the Selection Profile, follow steps 1 and 2 using the total number of students selected to attend the area school for the base and subgroup totals. If the percentages for the various groups differ between the Sending School Profile and the Selection Profile, the selection process should be examined to determine where corrections might be made in the future.

Since the recommended selection process includes a criteria that considers program underrepresentation, there is no need to calculate the Actual Admissions Profile at this time. This recommended procedure does, however, require that programs be studied over the last 3 years by sex, race, handicap and ethnic minority. Steps to be followed in completing this comparison are as follows:

1. Determine the Sending School enrollments in each vocational program over the past three years.
2. Determine if any program has more than 80% enrollment of one sex.
3. Determine the percentage enrollment by race, handicap and ethnicity over the last three years.
4. Determine the total Sending School percentage by each of these designations over the last three years.
5. Compare the results of steps 3 and 4 to determine if a discrepancy has occurred.

Teacher/Administrator and Counselor Recommendations

Recommendations from counselors, teachers and administrators are evaluated and included in assessments of student applications. See Appendix B for a sample recommendation form.

Program Specific Criteria

Assessments of four specific criteria will be developed for each program and must be addressed during the student selection procedure. Reviews of tests that might be used to collect information concerning these criteria are presented in Appendix C.

Post-selection Activities

Post-selection activities of the Selection Committee involve student notification, scheduling procedures and the student appeals process.

Notification of Students

Sending schools are notified of an applicant's acceptance into a vocational program by the Selection Committee. Each school is provided with a list of

accepted students and the programs in which they will enroll. Students will also be officially notified by mail of their program selection status.

Scheduling Procedures

To assure that all students have available to them all phases of the total school experience, the Selection Committee considers scheduling procedures such as bus transportation schedules, extracurricular activities, special schedules and curricular restrictions of sending schools when making decisions regarding student assignments. A certified list of accepted students and their program assignments is provided to sending schools. Any schedule conflicts or program changes are accommodated by action of the Selection Committee.

Student Appeals

Another key aspect of the selection process is the procedure to be followed when students feel they have not been treated in accordance with the school's admissions policy. The first step in the appeals process is to meet with the person with whom the grievance is held on an informal basis in an attempt to resolve the matter. When a satisfactory resolution is not evolved from these efforts, a written complaint should be forwarded to the Student Appeals Committee. This committee, which should not include the director of the school, should investigate the complaint and within 15 days report the results of their investigation to the director. If the committee identifies a problem, the director should be responsible for remedying the situation. If the committee does not identify a problem, students should be informed of their right to a formal impartial hearing. In this notification, the

applicant should be informed of all due process rights including:

- . the right to present evidence
- . the right to representation by an attorney at the applicant's expense
- . the right to cross-examine witnesses
- . the right to a written transcript of the proceedings.

If the applicant still does not agree with the decision of the Appeals Committee, the student should be directed to utilize the established grievance procedure for Title VI, Title IX and Section 504.

CHAPTER 5

LEGAL GUIDELINES

On March 15, 1979 the Office of Standards, Policy and Research in the Office of Civil Rights issued a document entitled "Guidelines for Eliminating Discrimination and Denial of Services on the Basis or Race, Color, National Origin, Sex, and Handicap" to assist recipients of federal funds in conducting nondiscriminatory educational programs. The legal mandates which served as the basis for these guidelines, as well as specific practices to be avoided to assure compliance, are provided in this chapter.

Legal Basis for the Guidelines

1. Title VI of the Civil Rights Act of 1964 prohibits discrimination on the basis of race, color, and national origin in any program or activity receiving Federal financial assistance. The Department of HEW issued regulations implementing Title VI in 1965.
2. Title IX of the Education Amendments of 1972 prohibits discrimination on the basis of sex in education programs receiving or benefiting from Federal financial assistance. The Department issued regulations implementing Title IX in 1975.
3. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap in any program or activity receiving Federal financial assistance. The Department issued regulations implementing Section 504 in 1977.

These civil rights statutes and their implementing regulations apply to vocational education programs.

In 1973, the Department of HEW was sued for its failure to enforce Title VI in a number of education areas, including vocational education (Adams v. Califano). As a result of this litigation, the Department was directed to enforce civil rights requirements in vocational education programs through compliance reviews, a survey of enrollments and related data, and the issuance of guidelines explaining the application of Title VI regulations to vocational education. The Guidelines that follow are issued to meet a requirement of the Adams court orders.

Compliance Reviews

Compliance reviews conducted by OCR investigative staff since 1973 have found civil rights violations in vocational schools. For example:

1. Eligibility requirements such as residence within a geographic area or admissions tests which deny vocational education opportunities on the basis of race, color, national origin and handicap.
2. Handicapped students are illegally assigned to separate annexes or branches. They are also denied equal vocational education opportunities as a result of inaccessible facilities and inadequate evaluation procedures
3. Vocational schools established for students of one race, national origin or sex continue as essentially segregated facilities.
4. National origin minorities with limited proficiency in English are denied equal opportunity to participate in vocational programs.
5. Vocational education administrators often fail to adequately protect against discrimination in the placement of students with employers.
6. Faculty and staff are assigned to vocational programs on the basis of race, national origin, and sex.

Responsibilities of All State Agency Recipients

State agency recipients, in addition to complying with provisions of the Guidelines relevant to them, may not require, approve of, or engage in any discrimination or denial of services on the basis of race, color, national origin, sex, or handicap in the establishment of requirements for admission to or requirements for the administration of vocational education programs.

State agencies are required to provide technical assistance upon request to subrecipients (local schools), including assistance in identifying unlawful discrimination and instructing them in remedies for and prevention of such discrimination.

Vocational Education Programs

> Criteria controlling student eligibility for admission to vocational education schools, facilities and programs may not unlawfully discriminate on the basis of race, color, national origin, sex, or handicap. A recipient may not develop, impose, maintain, approve, or implement such discriminatory admissions criteria.

Eligibility for Admission to Secondary Vocational Education Centers Based on Numerical Limits Imposed on Sending Schools

> A recipient may not adopt or maintain a system for admission to a secondary vocational education center or program that limits admission to a fixed number of students from each sending school included in the center's service area <u>if such a system disproportionately excludes students from the center on the basis of race, sex, national origin, or handicap</u>.
>
> Example: Assume 25% of a school district's high school students are black and that most of these black students are enrolled in one high school; the white students, 75% of the district's total enrollment, are generally enrolled in the 5 remaining high schools

A system of admission to the secondary vocational education center that limits eligibility to a fixed and equal number of students from each of the district's 6 high schools would be in violation of equal access requirements.

Equal Access for Handicapped Students

Recipients may not deny handicapped students access to vocational education programs or courses because of architectural or equipment barriers, or because of the need for related aids and services or auxiliary aids. If necessary, recipients must:

1. Modify instructional equipment
2. Modify or adapt the manner in which the courses are offered
3. House the program in facilities that are readily accessible to mobility impaired students
4. Provide auxiliary aids such as readers or brailled texts that effectively make lectures and necessary materials available

Academic requirements that the recipient can deomonstrate are essential to a program of instruction or to any directly related licensing requirement will not be regarded as discriminatory. However, where possible, a recipient must adjust those requirements to the needs of individual handicapped students.

Access to vocational programs or courses may not be denied handicapped students on the ground that employment opportunities in any occupation or profession may be more limited for handicapped persons than for nonhandicapped persons.

Counseling and Prevocational Programs

Recipients must insure that their counseling materials and activities (including student program selection and career employment selection), promotional, and recruitment efforts do not discriminate on the basis of race, color, national origin, sex, or handicap.

Counseling and Prospects for Success

Recipients that operate vocational education programs must insure that counselors do not direct or urge any student to enroll in a particular career or program, or measure or predict a student's prospects for success in any career or program based upon the student's race, color, national origin, sex, or handicap. Recipients may not counsel

handicapped students toward more restrictive career objectives than nonhandicapped students with similar abilities and interests. If a vocational program disproportionately enrolls male or female students, minority or nonminority students, recipients must take steps to insure that the disproportion does not result from unlawful discrimination in counseling activities.

Student Recruitment Activities

Recipients must conduct their student recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex, or handicap. Where recruitment activities involve the presentation or portrayal of vocational and career opportunities, the curricula and programs described should cover a broad range of occupational opportunities and not be limited on the basis of color, race, national origin, sex, or handicap of the students or potential students to whom the presentation is made. Also, to the extent possible, recruiting teams should include persons of different races, national origins, sexes, and handicaps.

Promotional Activities

Recipients may not undertake promotional efforts (including activities of school officials, counselors, and vocational staff) in a manner that creates or perpetuates stereotypes or limitations based on race, color, national origin, sex, or handicap.

Examples of promotional efforts are:

- Career days
- Parents' night
- Shop demonstrations
- Visitations by groups of prospective students
- Visitations by representatives from business and industry

Materials that are part of promotional efforts may not create or perpetuate stereotypes through text or illustration. To the extent possible, they should portray males or females, minorities or handicapped persons in programs and occupations in which these groups traditionally have not been represented.

APPENDIX A

APPLICATION FOR ENROLLMENT

SECONDARY STUDENT
AREA VOCATIONAL TECHNICAL SCHOOL

PLEASE PRINT

_____
Date of Application

NAME_____ TELEPHONE_____
Last First Middle

ADDRESS_____
Number/Street City State Zip Code

SENDING SCHOOL_____ PRESENT GRADE LEVEL_____

SOCIAL SECURITY NO._____

PERSON TO CONTACT IN AN EMERGENCY_____ TELEPHONE_____

MY FIRST PROGRAM CHOICE IS: _____

MY SECOND PROGRAM CHOICE IS: _____

BRIEFY EXPLAIN WHY YOU WISH TO ENROLL _____

_____

_____

ENROLLMENT DATE (SEMESTER) DESIRED_____
Month Year

AT THIS TIME, MY CAREER PLANS AFTER GRADUATION ARE:

A. WORK (TYPE OF EMPLOYMENT DESIRED)_____

B. SCHOOL (TECHNICAL OR COLLEGE)_____

AREA OF STUDY_____

IF YOU HAVE A HANDICAPPING CONDITION FOR WHICH YOU MAY REQUIRE SPECIAL ASSISTANCE TO COMPLETE THIS APPLICATION OR TO PARTICIPATE IN THE PROGRAM OF YOUR CHOICE, PLEASE CONTACT THE COUNSELOR.

THIS SCHOOL DOES NOT DISCRIMINATE AGAINST OTHERWISE QUALIFIED PERSONS ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, OR HANDICAP IN THE ADMISSION OF STUDENTS TO VOCATIONAL PROGRAMS.

THE FOLLOWING INFORMATION WILL BE USED TO VERIFY PROGRAM REPRESENTATION. ADDITIONAL POINTS MAY BE ADDED FOR UNDER REPRESENTATION. SUPPLYING THIS INFORMATION IS, HOWEVER, OPTIONAL.

SEX: MALE_____ FEMALE_____

RACE: BLACK_____ WHITE_____ OTHER (PLEASE SPECIFY)_____

APPLICATION FOR ENROLLMENT

SECONDARY STUDENT
COMPREHENSIVE HIGH SCHOOL

PLEASE PRINT

_____
Date of Application

NAME _____ TELEPHONE _____
Last First Middle

ADDRESS _____
Number/Street City State Zip Code

PRESENT GRADE LEVEL _____ DATE OF BIRTH _____
Month Day Year

SOCIAL SECURITY NO. _____

PERSON TO CONTACT IN AN EMERGENCY _____ TELEPHONE _____

MY FIRST PROGRAM CHOICE IS: _____

MY SECOND PROGRAM CHOICE IS: _____

BRIEFY EXPLAIN WHY YOU WISH TO ENROLL _____

_____

_____

ENROLLMENT DATE (SEMESTER) DESIRED _____
Month Year

AT THIS TIME, MY CAREER PLANS AFTER GRADUATION ARE:

A. WORK (TYPE OF EMPLOYMENT DESIRED) _____

B. SCHOOL (TECHNICAL OR COLLEGE) _____

AREA OF STUDY _____

IF YOU HAVE A HANDICAPPING CONDITION FOR WHICH YOU MAY REQUIRE SPECIAL ASSISTANCE TO COMPLETE THIS APPLICATION OR TO PARTICIPATE IN THE PROGRAM OF YOUR CHOICE, PLEASE CONTACT THE COUNSELOR.

THIS SCHOOL DOES NOT DISCRIMINATE AGAINST OTHERWISE QUALIFIED PERSONS ON THE BASIS OF RACE, COLOR, RELIGION, NATIONAL ORIGIN, SEX, OR HANDICAP IN THE ADMISSION OF STUDENTS TO VOCATIONAL PROGRAMS.

THE FOLLOWING INFORMATION WILL BE USED TO VERIFY PROGRAM REPRESENTATION. ADDITIONAL POINTS MAY BE ADDED FOR UNDER REPRESENTATION. SUPPLYING THIS INFORMATION IS, HOWEVER, OPTIONAL

SEX: MALE _____ FEMALE _____

RACE: BLACK _____ WHITE _____ OTHER (PLEASE SPECIFY) _____

APPLICATION FOR ENROLLMENT

POSTSECONDARY STUDENT

PLEASE PRINT

_____
Date of Application

Name_____ _____
Last First Middle Initial Any Other Name Used

Address_____ City_____ County_____

State_____ Zip Code_____ Telephone Number_____

Date of Birth_____ Social Security No._____

Person to Contact in Event of an Emergency_____ Telephone_____

I would like to enroll in the _____ program.

My present occupational objective is _____

_____

Check any of the following that apply:

_____ I plan to enroll in a few courses in order to obtain entry level job skills.

_____ I plan to enroll in a few courses in order to improve skills that I presently have.

_____ I am presently employed in a job related to my program choice.

_____ I plan to complete all courses in the program I have chosen.

Schedule Desired: Day _____ Evening _____

Entrance Date Desired: _____
Month Year

This school does not discriminate against otherwise qualified persons on the basis of race, color, religion, national origin, sex, age, or handicap in its recruitment, admission, employment, facility and program accessibility or services. It is the intent of this school to comply with the provisions of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972-73, Section 504, Rehabilitation Act of 1973; and Title 38, United States Code, Veteran's Benefits.

LIST ALL HIGH SCHOOLS, VOCATIONAL-TECHNICAL SCHOOLS, OR COLLEGES ATTENDED				
Name of School	City and State	Dates of Attendance	Courses Taken	Degrees or Diploma

If you have taken the GED Exam, did you pass it? _____Yes _____No

Place Taken _____ Date _____

Do you desire credit for previous courses/training? _____Yes _____No

Place of previous occupational training _____

Type of course/training _____

Dates of course/training _____

Have you had any military training that might qualify you for advanced placement in a vocational program?

_____Yes _____No

Please contact the Counselor if you have a handicapping condition that would require you to receive special assistance to complete the application or to participate in your proposed program of studies.

The information in the following section is optional. If you do not wish to furnish this information, you are not required to do so.

Sex: Male _____ Female _____

Race: Black _____ White _____ Other (Please Specify)_____

APPLICATION FOR ENROLLMENT

ADULT STUDENT

PLEASE PRINT

_____
Date of Application

Name _____ _____
Last First Middle Initial Any Other Name Used

Address _____ City _____ County _____

State _____ Zip Code _____ Telephone Number _____

Date of Birth _____ Social Security No. _____

Person to Contact in Event of an Emergency _____ Telephone _____

I would like to enroll in the _____ program.

My present occupational objective is _____

_____

Check any of the following that apply:

_____ I plan to enroll in a few courses in order to obtain entry level job skills.

_____ I plan to enroll in a few courses in order to improve skills that I presently have.

_____ I am presently employed in a job related to my program choice.

Are you presently employed? _____

Name of Employer _____ Address _____

Phone _____

Schedule Desired: Day _____ Evening _____

Entrance Date (Semester) Desired: _____
Month Year

This school does not discriminate against otherwise qualified persons on the basis of race, color, religion, national origin, sex, age, or handicap in its recruitment, admission, employment, facility and program accessibility or services. It is the intent of this school to comply with the provisions of Title VI of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972-73, Section 504, Rehabilitation Act of 1973; and Title 38, United States Code, Veteran's Benefits.

LIST ALL COLLEGES, VOCATIONAL-TECHNICAL SCHOOLS AND HIGH SCHOOLS ATTENDED				
Name of School	City & State	Dates of Attendance	Courses Taken	Degrees or Diploma

If you have taken the GED Exam, did you pass it? _____ Yes _____ No

Place Taken _____ Date _____

Do you desire credit for previous courses/training? _____ Yes _____ No

Place of previous occupational training _____

Type of course/training _____

Dates of course/training _____

Please contact the Counselor if you have a handicapping condition that would require you to receive special assistance to complete the application or to participate in your proposed program of studies.

The information in the following section is optional. If you do not wish to furnish this information, you are not required to do so.

Sex: Male _____ Female _____

Race: Black _____ White _____ Other _____
(Please specify)

APPENDIX B

TEACHER/ADMINISTRATOR RECOMMENDATION

For each applicant, this form must be completed by two teachers selected by the applicant: one of a basic academic course (math, English, or science); one of a prevocational or practical arts course; and one administrator from the student's home school.

STUDENT'S NAME _____ PERSON RECOMMENDING _____

SCHOOL _____ SCHOOL _____

DATE _____ CONTACT WITH STUDENT:

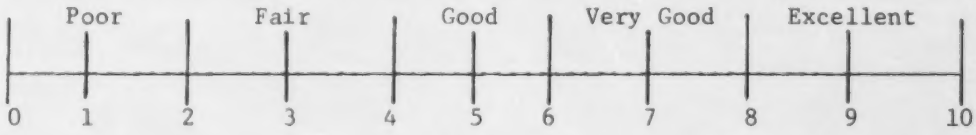
_____

(Subject Area) (Grade Level)

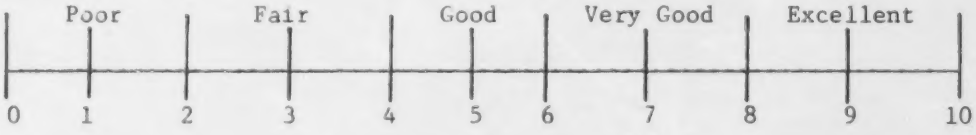
Please evaluate the applicant on the following criteria as they relate to your experience with the student. We need your opinion of the student reduced to a numerical equivalent so that our recommendation can become part of an overall numerical rating, which includes other criteria for admission.

Please circle the number on each scale which best reflects your opinion of the applicant.

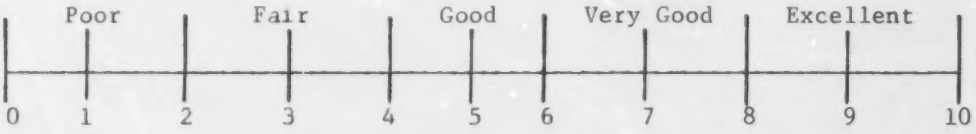
ATTITUDE Shows positive overall feelings toward school, teachers, and peers; able to work well with others; cooperative and friendly; can take orders as well as give them; good self-concept; self-disciplined.



RESPONSIBILITY Willing to accept duties and responsibilities; follows directions; assumes the initiative when necessary; completes assignments; trustworthy; responsive to changes; requires minimal supervision.



NEATNESS Strives for prevision, accuracy, and quality in the performance of tasks; follows assignments or guidelines carefully and in an orderly manner; works to acceptable standards; shows pride in accomplishments.



TOTAL POINTS _____ ÷ 3 = _____

GENERAL COMMENTS: _____

COUNSELOR'S RECOMMENDATION

NAME OF STUDENT _____

NAME OF SCHOOL _____ GRADE LEVEL _____

NAME OF COUNSELOR _____

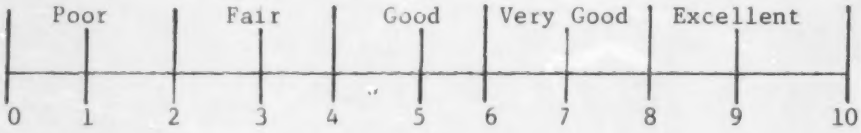
DATE OF RECOMMENDATION _____

Please evaluate the applicant on the following criteria. We need your opinion of the applicant reduced to a numerical equivalent so that your recommendation can become part of an overall numerical rating, which includes other criteria for admission.

Please circle the number on each scale which best reflects your opinion of the applicant.

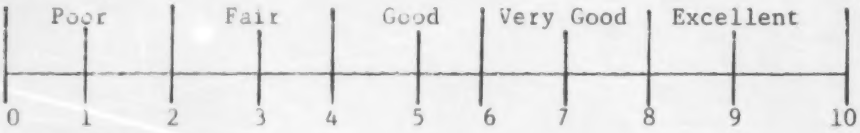
Record of academic achievement, attendance patterns, and ability to accept responsibility.

PAST SCHOOL PERFORMANCE



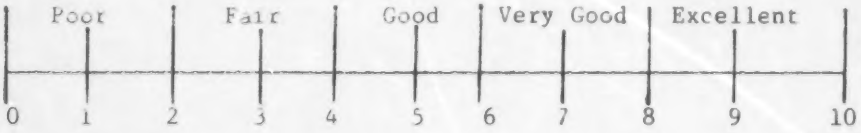
Attitude, motivation, reliability, and program interest.

POTENTIAL FOR SUCCESS IN VOCATIONAL EDUCATION



Past grades, test scores, ratings on four specific program criteria, teacher's recommendation and all other assessment scales.

COMPOSITE ASSESSMENT



TOTAL POINTS _____ ÷ 3 = _____

GENERAL COMMENTS: _____

CRITERIA ASSESSMENT SCALE

Attendance

This form must be completed by the counselor and submitted as part of the Student Selection Guide.

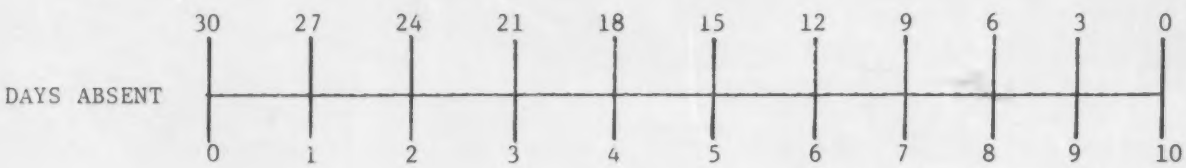
NAME OF STUDENT _____

NAME OF SCHOOL _____

NAME OF COUNSELOR _____

DATE _____

Please indicate the total number of days absent based on the student's attendance record during the 9th grade and the first half of the 10th grade. The specific information that is requested is the total number of unexcused absences for the stated time period.



TOTAL POINTS _____

(To be totaled by Counselor)

GENERAL COMMENTS: _____

_____

_____

CRITERIA ASSESSMENT SCALE

Grades

This form must be completed by the counselor and submitted as part of the Student Selection Guide. The information recorded should be based on the student's grades during the 9th grade and the first semester of the 10th grade.

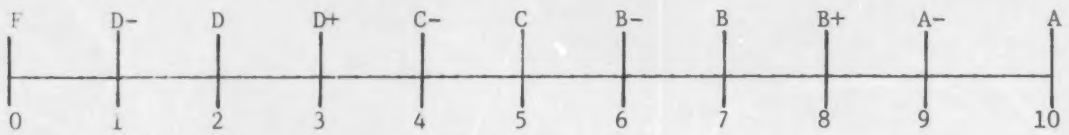
NAME OF STUDENT _____

NAME OF SCHOOL _____

NAME OF COUNSELOR _____

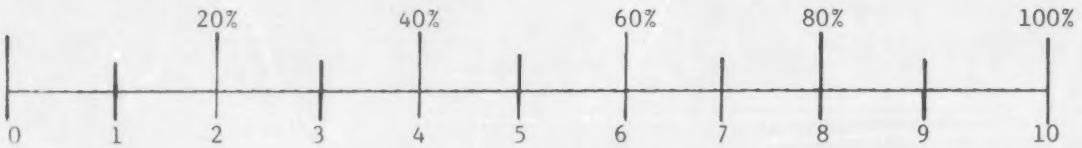
DATE _____

Please check the appropriate grade average for the student identified above. In reviewing this scale, you will notice two options. The first section is provided for students who are graded on an A, B, C, D, F scale. The second option is to be used to rate student progress on an IEP . Only one option should be completed for a student.



or

% of Objectives Completed on IEP



TOTAL POINTS _____
(To be totaled by Counselor)

CRITERIA ASSESSMENT SCALE

Status of Student Interest

This form must be completed by the counselor and submitted as part of the Student Selection Guide.

NAME OF STUDENT _____

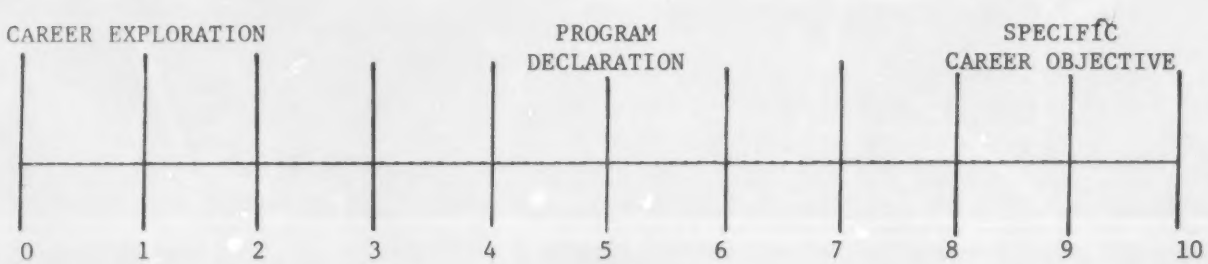
NAME OF SCHOOL _____

NAME OF COUNSELOR _____

NAME OF PROGRAM _____ DATE _____

Please translate your assessment of the student's program interest to its numerical equivalent by circling the appropriate number on the scale. It is best to attempt to obtain some reading on the student from the 8th, 9th and 10th grade counselors. Since this is not always possible, this scale should be used as the basis for capturing the stated interest of the student during an interview to be held prior to application to the vocational program.

Students with an interest rating at the lower end of the scale are typically those whose interest is strictly in attending the vocational school for career exploration purposes. Students with an interest rating at the middle of the scale are those who declare a program of interest but still lack specific career objective. Students with an interest rating at the higher end of the scale are those who have a well-defined career objective related to the program of their choice.



TOTAL POINTS _____

CRITERIA ASSESSMENT SCALE

Program Representation

This form must be completed by the counselor and submitted as part of the Student Selection Guide.

NAME OF STUDENT _____

NAME OF SCHOOL _____

NAME OF COUNSELOR _____

DATE _____

A student should receive 1 point for each category for which they qualify. A student can receive a maximum of 10 points or 2 points for each category. The total points should be written at the bottom of the form.

1. Member of sex underrepresented in

   _____ program applicant profile

   _____ past three year program enrollment

2. Member of race underrepresented in

   _____ program applicant profile

   _____ past three year program enrollment

3. Member of handicap group underrepresented in

   _____ program applicant profile

   _____ past three year program enrollment

4. Member of ethnic minority underrepresented in

   _____ program applicant profile

   _____ past three year program enrollment

5. Add 2 points for any student who is underrepresented in the applicant profile as well as being underrepresented in the past three years.

   _____ (Maximum 2 points)

TOTAL POINTS _____

APPENDIX C

THE ACT CAREER PLANNING PROGRAM

The Career Planning Program (CPP) produces 21 scores ehich are categorized as follows:

Interest Scores (8)

Business Contact - interest in dealing with people in a business setting, such as managing a sales department or being an office personnel manager

Business Detail - interest in keeping neat and accurate records and performing many of the activities in a typical business office, such as bookkeeping or typing

Trades - interest in activities that involve working with tools or materials (metal, wood), such as auto repair or carpentry

Technology - interest in activities that involve making or figuring out how mechanical devices work, such as engineering technology

Science - interest in areas in which the exploration or application of new ideas is stressed, such as mathematics, astronomy, or psychology

Health - interest in a medical environment, such as a hospital or medical laboratory

Creative Arts - interest in expressive or fine arts, such as writing, acting, or painting

Social Service - interest in helping others, such as teaching children or working for service organizations

Experience Scores (7)

Based on the same interest scores listed above, excluding health.

Ability Scores (6)

Mechanical Reasoning scale is designed to assess familiarity with and understanding of the way mechanical and nonmechanical objects function. This ability is especially relevant to trade, technical, and engineering programs.

Numerical Skills scale is designed to assess basic arithmetic skills ranging from simple computation to the application of mathematical principles. Both word problems and simple numerical problems are included, because the scale is designed to assess mathematical reasoning skill rather than previous coursework. (No coursework beyond elementary algebra is assumed.) This scale is particularly useful in identifying students needing remediation in mathematics.

Space Relations scale is designed to assess the ability to visualize three-dimensional objects from two-dimensional representations. This ability is important in both art and certain technical fields such as drafting and surveying. Extremely low scores may indicate perceptual difficulties.

Reading Skills scale is designed to assess both the ability to read and understand factual material and more subtle aspects of comprehension. Results may be helpful in identifying students who need further reading skills development. Reading is an important skill for almost all curriculums and for most occupations.

Language Usage scale is designed to assess recognition of inappropriate uses of the English language, such as errors in punctuation, capitalization, grammar, and sentence structure. This test is helpful in identifying students who need remediation in basic English skills.

Clerical Skills scale is designed to assess perceptual speed and accuracy and the ability to follow directions in performing clerical tasks.

THE ACT CAREER PLANNING PROGRAM

Grades 11-12 and adults
Twenty-one scores (8 interest, 7 experience, 6 ability: paper and pencil)
Student's booklet - 20 pages with separate answer folder
Administration manual - 20 pages
Counselor's manual - 32 pages
National norms available
140 - 157 minutes (one, two or three sessions)

Reviewer: Charles C. Healy in The Eighth Mental Measurements Yearbook, Oscar Krisen Buros, ed., 8th ed., pp. 1538-1539)

The CPP is a set of tests and inventories designed to assist students in making career plans. The "Student Report" generated from the tests is a well organized, readily understandable, nonstatistical, one page summary of a student's self appraisal. The "Counselor's Manual" includes a chapter on the use of the "Student Report" for counseling purposes. A Vocational Interest Profile (VIP) assesses a student's interest in 8 occupational clusters.

Advantages:

1. The Technical and Science scales are highly correlated, especially when their correlations are compared with their retest reliabilities.

2. The VIP scales assist in differentiating nonprofessional groups on the basis of interest.

3. The eight interest areas measured have implications for a wide range of occupations.

4. Tests require minimal verbal ability and are relevant to performance in vocational education programs.

5. Correlations between corresponding GAIB and CPP scores range from .35 to .72 and generally support the validity of the CPP scales.

6. Differentiation of groups by discriminant analysis of the Vocational Interest Profile (VIP) scales and the Self-Report scales is sufficient to compare the similarity of a student's interests with students in specific vocational programs.

Concerns:

1. Little data is presented on the reliability and independence of the VIP scales. In addition, the specific number of items per scale is not provided.

2. Test-retest correlations indicate only moderate reliability, although alpha coefficients indicate that the scales are internally consistent.

3. No information is provided on the relationship between interest scores and grades or other achievement indices.

Comparison of GATB and CPP:

1. Both tests assess similar interests, abilities and preferences.

2. GATB measures are longer and more reliable with better validity.

3. The GATB is normed on working adults, while the CPP is normed on students entering training.

4. GATB results consist of a score for each test which must then be related to an occupational preference.

5. CPP results not only provide individual test scores but, in addition, the CPP relates the results to eight occupational clusters.

Summary: The CPP and GATB offer different advantages which must be carefully weighed before any decision is reached on the test to administer.

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB-5)

The ASVAB is an aptitude battery designed for use in high schools and to select and classify enlisted personnel nationwide. Form 5 of the ASVAB has been administered to high school students since 1976. These tests are administered and scored without charge by Department of Defense personnel. Copies of the ASVAB results for 11th and 12th graders taking the battery are forwarded to local recruiting stations of the armed services. The battery consists of 12 subtests, as follows:

GENERAL INFORMATION - Measures a portion of a student's developed ability to recognize factual information characterized by the cumulative influences of his or her learning experiences.

NUMERICAL OPERATIONS - Measures an individual's developed ability to rapidly and accurately compute simple number computations.

ATTENTION TO DETAIL - Designed to measure the ability of an individual to perceive simple relationships, to retain these relationships mentally, and to make decisions based upon the relationships involved quickly and accurately.

WORD KNOWLEDGE - Measures verbal comprehension which entails the ability to understand written and spoken language.

ARITHMETIC REASONING - Designed to measure general reasoning. It is concerned with the ability go generate solutions to problems. It is different from Numerical Operations in that the student must construct a solution by some principle in order to solve the given problem.

SPACE PERCEPTION - Measures an individual's spatial aptitude. This infers an ability of an individual to visualize and manipulate objects in space.

MATHEMATICS KNOWLEDGE - Measures functional ability in the use of learned mathematical relationships. Factors measured by this area tend to overlap the areas of Numerical Operations and Arithmetic Reasoning. The similarities are in the functions performed. The differences lie in the complexities of the functions.

ELECTRONIC INFORMATION - Measures functional ability in the use of learned electronic relationships. A number of factors appear to be measured by this test: arithmetic reasoning in the form of simple electronic calculations; verbal comprehension in terms of the person's reading level with respect to electronic terminology; and a level of general reasoning is indicated by having the individual make use of electronic principles in order to arrive at the correct answer.

MECHANICAL COMPREHENSION - Measures the ability of an individual to learn, comprehend, and reason with mechanical terms. Even though familiarity with common tools and mechanical relations is a prerequisite, further technical knowledge is not necessary other than that acquired through day-to-day experiences. This test has pictures of mechanisms whose functions call for comprehension.

GENERAL SCIENCE - Measures a level of verbal comprehension in the general area of science. This test was designed to measure a form of reasoning which involves the ability to see the relationship between two factors or scientific ideas. Some arithmetic reasoning may also be involved.

SHOP INFORMATION - Measures the functional ability of an individual who has had experience with and is knowledgeable about the use of a variety of tools found in a shop. In addition, it appears that a level of verbal comprehension is also measured as indicated by the understanding needed of the terminology used.

AUTOMOTIVE INFORMATION - Measures the functional ability of an individual who has had some experience working with automobiles. This test also relies upon an individual's reading ability and verbal comprehension. The questions may pertain to diagnosing malfunctions of a car, the use of a particular part(s) of a car, or meaning of terminology.

From these 12 subtests, six composite scores emerge:

1. Electronic - electrical (arithmetic reasoning, electronics information)
2. Communications - (arithmetic reasoning, mechanical comprehension, and space perception)

3. General - technical (arithmetic reasoning, word knowledge)
4. Motor mechanical - (automotive information, mechanical comprehension and mathematics knowledge)
5. General mechanical - (arithmetic reasoning, shop information and space perception)
6. Clerical - administrative (attention to detail, numerical operations, and word knowledge)

ARMED SERVICES VOCATIONAL APTITUDE BATTERY (ASVAB-5) (Continued)

Grades 9-12
6 Composite scores (12 subtests: paper and pencil)
165 minutes
Test booklets (45 pages) and separate answer forms
Administration manual (33 pages)
Counselor's manual (36 pages)
Students information booklet (31 pages)

Reviewer: David J. Weiss, Professor of Psychology and Director, Psychometric Methods Program, University of Minnesota, Minneapolis, Minnesota. (In The Eighth Mental Measurements Yearbook, Oscar Krisen Buros, ed., 8th ed., pp. 645-650.)

Form 5 of the ASVAB consists of 12 subtests ranging in length from 15 to 50 items, and in administration time from 3 to 20 minutes for each subtest. All of the subtests are power tests, with the exception of Numerical Operations and Attention to Detail. These two subtests are classified as speed subtests, although all of the subtests are timed.

Advantages:

1. A military service recruiter will assist each school in arranging for the administration of the ASVAB.

2. There is no cost to the student or school for either materials or administration of the battery.

3. All answer forms are scored at a centralized scoring facility.

Concerns:

1. The four alternative multiple choice format encourages random guessing which can seriously affect the precision of test scores There is a possibility that many students will operate at chance levels.

2. The subtests may be too short and their reliabilities are very low.

3. On the two speed subtests (Numerical Operations and Attention to Detail), the items are supposedly easy, but no item difficulty data are provided.

4. The composit scores tend to be very elusive, and seem to be changed frequently. The composites are also not weighted.

5. The reliabilities of the composites are better than the reliabilities of the subtests, ranging from .88 to .92. However, it is unclear how the reliabilities were derived.

6. Most of the validity data are inherited or implied from data on earlier forms of the battery.

Comparison of ASVAB with the DAT and the GATB:

1. Correlations between similarly named subtests range from .69 to .83 for verbal, .67 to .86 for numerical, .55 to .78 for spatial, and .62 to .77 for mechanical.

2. Although the correlations are high, counselors are cautioned about converting ASVAB scores to scores on other instruments because the equipercentile conversions for subtests on the ASVAB to subtests on the DAT and GATB which are provided by the Armed Services have correlations as low as .13, with typical values in the .50s and low .60s. Conversions with such low intercorrelations are generally useless.

3. Like many commercial test batteries, the ASVAB lacks validity data.

4. Existing ASVAB data should be reanalyzed to provide tables of reliability coefficients by sex and grade subgroup.

Summary:

The major technical deficiency of the ASVAB is a very serious lack of validity data. It appears that the test suffers from premature release before data has been stabilized.

DIFFERENTIAL APTITUDE TESTS

The nine DAT scores provide reliable information to help find answers to educational, vocational and personal questions. Aptitude is the capacity to learn: DAT scores are, then, measures of capacity to learn--to profit from various courses of study or from training required for jobs. The test results help to evaluate relative strengths and weaknesses in a variety of aptitudes which are important to educational progress and career choices. Aptitude tests will not pinpoint exactly what a person's career choice should be, but along with other information, provides guidance. Other information includes: personal preference, school records, family's thinking, school grades and other test scores, hobbies, out-of-school interests, courses available in school, ambitions, qualities of character and traits of personality such as curiosity, skill in getting along with others and ability to stick with duties and hard tasks, job requirements, health, college entrance requirements, etc.

Verbal Reasoning (VR). This measures the ability to understand ideas expressed in words and to think and reason with words.

Numerical Ability (NA). This measures the ability to understand ideas expressed in numbers and to think and reason with numbers.

VR + NA. These combined scores are a measure of scholastic ability; they are a good measure of scholastic aptitude and aptitude for jobs that require more than the average level of administrative and executive responsibility.

Abstract Reasoning (AR). This measures the ability to understand ideas and think out problems which are not presented in words or numbers.

Clerical Speed and Accuracy (CSA). This measures speed and accuracy in comparing and working written lists, such as names or numbers.

Mechanical Reasoning (MR). This measures the ability to grasp common principles of physics, as seen in everyday things, and to understand laws governing simple appliances, machinery, tools and motions.

Space Relations (SR). This measures the ability to visualize, or form mental pictures of solid objects from looking at flat paper plans: a measure of the ability to think in three dimensions.

Spelling (LU-I). This measures the ability to recognize correct and incorrect spellings of common English words.

Language Usage (LU-II). This measures the ability to use the English language; i.e., competency in punctuation, capitalization and choice of words.

DIFFERENTIAL APTITUDE TESTS (DAT)

(Forms S and T)

Grades 8-12 and adults (No reliability data or norms for adults)
Nine scores (eight tests: paper and pencil)
235 minutes (two or more sessions)

Single booklet - verbal reasoning, numerical ability, (separate score for verbal plus numerical--VR+NA), abstract reasoning, clerical speed and accuracy, mechanical reasoning, space relations, spelling, grammar.

Subtests available as separates (Form T only)
Norms available for vocational schools and for Catholic schools.

Reviewer: Thomas J. Bouchard, Jr., Professor of Psychology, University of Minnesota, Minneapolis, Minnesota. (In The Eighth Mental Measurements Yearbook, Oscar Krisen Buros, ed., 8th ed., pp. 665-8.)

The DAT, a classic test originally introduced in 1947 and revised in 1962 and 1972, has dominated the market for 30 years. It provides measures of six basic aptitudes and two achievement variables:

Basic Aptitudes:
- Verbal Reasoning - a comprehension test utilizing analogies
- Numerical Ability - a computation type test embodying only arithmetic principles; no words are used
- Abstract Reasoning - a figural reasoning test where the respondent must infer a rule or principle from a series of figures
- Clerical Speed and Accuracy - a perceptual speed test requiring quick and accurate perception of similarities and differences
- Mechanical Reasoning - a modified version of the Bennett Mechanical Comprehension Test requiring the understanding of basic physical principles
- Space Relations - basically a test of mental manipulation, mental paper folding

Achievement Variables:
- Spelling - recognition of misspelled words
- Language Usage - recognition of poorly formed or nongrammatical sentences

Verbal Reasoning and Numerical Ability are treated as a separate composite and are regarded as the best predictor of grades in many different courses.

Although DAT authors argue strongly against the use of a composite "scholastic aptitude" (IQ score), claiming that such scores are misleading, the reviewer (Bouchard) suggests that empirical validity of the VR+NA composite indicates that this composite score is the best predictor of course performance and that dependence on subtest scores as the primary predictor would be misleading.

Summary: The evidence suggests that the DAT achieves very little differential validity and measures predominantly general intelligence. Space Relations, Mechanical Reasoning, and Clerical Speed and Accuracy measure separate abilities, but for only a small proportion of students is it important to have these measures.

...RENTIAL APTITUDE TESTS

Reviewer: Robert L. Linn, Professor of Educational Psychology, University of Illinois, Urbana, Illinois. (In The Eighth Mental Measurements Yearbook, Oscar Krisen Buros, ed., pp. 658-9.)

In the current (1972) revision, Forms S and T have been updated in content and there was also an intention "to reduce the 'culture-loading' to which minority groups might object in the Verbal Reasoning Test." In addition to test revisions, a computer service (DAT Career Planning Program) provides interpretative comments for students. These summary reports are developed from DAT scores in conjunction with student responses to a special questionnaire regarding their interests, educational plans, and occupational preferences.

The 1974 Manual continues a well-established pattern of excellence. It is very readable and does a commendable job of summarizing an impressive array of validity information. There seems little reason to revise the typical overall evaluation of previous reviewers that the DAT is among the best of its kind.

Concerns: Fairly limited study of the validity of the DAT for occupational criteria has been undertaken; validity evidence from follow-up studies reported in the Manual is rather dated.

The casebook, which was published in 1951, is rather old, although it is an excellent collection of actual case studies involving use of the DAT in counseling. It is still a very useful document even though the cases are over 25 years old.

The Manual does not specifically address issues in the use of the test with members of minority groups.

Evidence is not specifically presented in support of the verbal interpretations that are provided in the DAT Career Planning Program. However, the computer-based verbal reports presented are based on the sound rationale that "aptitude tests are best used in conjunction with other data which throw light on other aspects of an individual's resources and situation." Furthermore, the questionnaire used in the planning program seeks data that have been shown to be relevant.

Summary: The latest revision of the DAT has left basically unchanged the purpose of the tests; possible the most serious doubt regarding the DAT comes from the lack of empirical evidence regarding the degree of the differential validity of the subtests in predicting various criteria. The DAT provides a sound basis for making predictions of academic performance as well as measures of multiple abilities, which is far preferable to a single global score. The multiple scores should be useful in exploring academic and vocational possibilities with a student, although differential predictions and profile interpretations are generally not defensible in terms of the existing evidence of differential validity. If they are to be made at all, they must be based primarily on theory and clinical judgment.

DIFFERENTIAL APTITUDE TESTS

Reviewer: Gerald S. Hanna, Journal of Educational Measurement, II (2), Summer, 1974, pp. 145-9. (In The Eighth Mental Measurements Yearbook, Oscar Krisen Buros, ed., pp. 659-62.)

The DAT better measures aptitudes of common educational meaning than aptitudes of relatively pure factorial structure; however, intercorrelations among tests reported in the Manual for former editions indicate that the tests have sufficient independence to support their use as a battery of differential aptitudes.

Strengths: Instructions for hand scoring, preparing answer sheets for machine scoring, and producing the Individual Report Forms are clear.

Tables for converting raw scores directly into percentile ranks and stanines are easily read and understood.

The directions allow for the use of any of several testing schedules.

School districts were selected for the 1972 standardization by a stratified-random sampling design based on school enrollment and estimated community socioeconomic level, a marked improvement over the previous standardization, and attention was given to the proportion of white, black, and other groups of examinees within participating districts. Socioeconomic status was adequately controlled.

The Individual Report Form goes far to impart prudent cautions in score and profile interpretations. The Individual Report Form and the more detailed folder, "Your Aptitudes," contain for each test brief, well written descriptions of what is measured and examples of academic and occupational areas in which high scores are common.

Weakness: Only 23 percentile levels are used.
Solution: An improvement would result if raw scores were converted directly to numerical percentile confidence bands and then graphed rather than first rounded then used as centers of graphic bands. This would (1) reduce grouping errors, (2) render it practical for the Individual Report Form to reflect the differing reliabilities of the nine scores, (3) facilitate recognition of reliability differences among sex and age groups.

Summary: The DAT have long enjoyed a reputation at the secondary school level of making practical the measurement of a variety of educationally meaningful aptitudes, providing safeguards against many potential misinterpretations, and summarizing in unusually well organized form an unparalleled mass of accumulated validity data.

THE GENERAL APTITUDE TEST BATTERY

The General Aptitude Test Battery (GATB) consists of 12 tests which measure nine Aptitude Areas. These nine Aptitude areas are used to establish an Occupational Aptitude Pattern Structure. Each Occupational Aptitude Pattern (OAP) consists of the most significant aptitudes for that group of jobs and careers.

APTITUDES MEASURED BY THE GATB

The nine Aptitudes Scores are shown on your GATB Record Card under the heading, Individual Aptitude Profile. These Aptitudes are:

Aptitude G - Intelligence. This measures general ability; the ability to understand instructions and underlying principles and the ability to reason and to make judgments. It is closely related to doing well in school.

Aptitude V - Verbal Ability. This measures the ability to understand the meaning of words, to comprehend language, to understand the relationships between words and to understand the meaning of whole sentences and paragraphs.

Aptitude N - Numerical Aptitude. This measures the ability to perform arithmetic operations quickly and accurately.

Aptitude S - Spatial Ability. This measures the ability to think visually about geometric forms, to understand the two-dimensional representation of three-dimensional objects and the ability to recognize the relationships resulting from the movement of objects in space.

Aptitude P - Form Perception. This measures the ability to perceive pertinent detail in pictorial or graphic material, to make visual comparisons and discriminations and to see slight differences in the shapes and shading of figures and in the width and length of lines.

Aptitude Q - Clerical Perception. This measures the ability to perceive pertinent detail in verbal or tabular material, to observe differences in copy, to proofread words and numbers and to avoid perceptual errors in arithmetic computation. A measure of speed of perception which is required in many industrial jobs even when the job does not have verbal or numerical content.

Aptitude K - Motor Coordination. This measures the ability to coordinate eyes and hands or fingers rapidly and accurately in making precise movements with speed.

Aptitude F - Finger Dexterity. This measures the ability to move the fingers and to manipulate small objects rapidly or accurately.

Aptitude M - Manual Dexterity. This measures the ability to move the hands easily and skillfully and the ability to work with the hands in placing and turning.

GENERAL APTITUDE TEST BATTERY (GATB)

Grades 9-12 and adults
Two-page profile record card
Nine scores (12 tests: eight paper-pencil, four performance)
150 minutes

Book one - four tests: name comparison, computation, three-dimentional space, vocabulary
Book two - three tests: tool matching, arithmetic reasoning, form matching
Part eight - mark making
Pegboard - two tests: place, turn
Finger Dexterity Board - two tests: assemble, disassemble

(Nonreading adaptation: USES Nonreading Aptitude Test Battery (NATB)

1) GATB-NATB Screening Device - consists of the Wide-Range Scale of the USES Basic Occupational Literacy Test to identify examinees who are deficient in reading skills and should be tested with nonreading adaptation. (15-20 minutes)
2) USES Pretesting Orientation Exercises - test-taking practice for disadvantaged persons. (90 minutes)

GATB

Reviewer: David J. Weiss, Associate Professor of Psychology, University of Minnesota, Minneapolis, Minnesota. (In The Seventh Mental Measurements Yearbook, Oscar Krisen Buros, ed., 7th ed., Vol. II. Highland Park, NJ: The Gryphon Press, 1972, pp. 676-79.)

Fault: GATB fails to give an indication of the relative probability of success if the individual qualifies for more than one Occupational Aptitude Pattern (OAP).

Solution: Write a simple computer program to compute predicted scores for an individual on the OAP's to (1) determine whether he qualifies, (2) interpret results to user. COMPUTER SCORING AND INTERPRETATION SHOULD BE MANDATORY since there is too much data for the counselor to integrate it meaningfully.

Fault: "Nature of 'aptitudes' measured" is not clearly defined. The manual does not include one complete factor matrix: only high loadings on factors are summarized, yet a factor is best established and integrated in the total context of the factor loading matrix. Example: Factor G (sometimes called "general intelligence," sometimes "general learning ability") is "related to doing well in school", yet success in school does not imply success in occupations.

Fault: GATB tests "are designed to measure capacity to learn various jobs," yet there is no direct evidence that individuals with high scores on a given test can learn to do any job better than individuals with low scores. Solution: GATB subtests must be interpreted as measures of current status and not ability to learn. Interpretation, then, of GATB scores as "capacity to learn" would imply simply that the individual's scores change with time and exposure to environmental experiences. New data is needed to show that GATB's claim of consistency in interpretation is valid.

Fault: GATB tests are too highly speeded; therefore, they penalize the older individual whose slower pace is more likely from a physiological cause than aptitudinal.

Fault: GATB norms were developed in the blue-collar category and are in need of revision. The labor market has changed since GATB was developed: the kinds of abilities identified in factor analysis no longer represent all important vocational abilities for today's and tomorrow's job market; i.e., measure of "verbal ability" should be expanded to measure many kinds or components of verbal ability. This is also true of other cognitive and perceptual abilities.

Summary: The GATB is certainly the best researched of the multiple aptitude batteries. Because of its large amount of validity data, it should be useful to vocational counselors. However, it suffers from a stagnation, which limits its usefulness in many situations.

NATB

Reviewer: Bruce W. Tuckman, Director, Bureau of Research and Development, Rutgers, The State University of New Jersey, New Brunswick, New Jersey. (In The Eighth Mental Measurements Yearbook, Oscar Krisen Buros, ed., 7th ed., p. 679.)

The NATB was designed to test the occupational aptitudes of persons who do poorly on standard tests because of a lack of reading skills: recent court decisions have emphasized that testing practices must not contribute to employment discrimination.

Since GATB has been studied extensively and its scores linked to occupational aptitude patterns for a large number of occupations, the NATB makes it feasible to test all of a disadvantaged person's vocational abilities and be counseled into jobs from which he/she would have heretofore been excluded because of illiteracy TO THE EXTENT THAT THE NATB AND GATB ARE MEASURING THE SAME QUALITIES.

Caution: The link between the NATB and the OAP must be considered provisional until subsequent empirical work can directly verify the connections between NATB score patterns and OAP's.

Summary: In the absence of alternatives for measuring the vocational aptitudes of nonreaders, the NATB must be considered a potentially valuable tool. Its specific tests seem engaging, well constructed, and suitable for the intended purposes and population.

NATB

Reviewer: Victor Steckler, Journal of Employment Counseling, 10 (I), March 1973, pp. 17-20. (In The Eighth Mental Measurements Yearbook, Oscar Krisen Buros, ed., 7th ed., pp. 679-80.)

Lacking norms of its own, the NATB uses the GATB norms, based on a working population of 4,000 nondisadvantaged. Whatever validity the NATB norms and OAP's possess is derived from the NATB's modest correlation with the GATB, which was standardized with nondisadvantaged workers and was not validated against the hard criteria of job and training success.

Fault: Correlations of the NATB with aptitude tests other than the GATB are not offered in the manuals; there is an absence of correlation data with other culturally unbiased aptitude tests.

Fault: Total time of three and one-half hours appears unduly long and taxing and may be at odds with the purpose of testing the disadvantaged, particularly those with marginal motivation for test-taking.

Summary: NATB may be useful for career aptitude measurement, but this must yet be demonstrated since validity is questionable: it has no norms of its own for use with the disadvantaged, and it has no reported reliability. By claiming to provide what is considered to be an adequate nonreading test of important aptitudes of the disadvantaged and "dramatically failing to do so," the test may serve to "reaffirm the recognized limitations of the GATB." Due to lack of adequate correlation between GATB and NATB, the contribution of error variance may provide a "distorted view of the performance of certain individuals, among them those disadvantaged persons for whom this test was originally designed."